



END OF PROGRAM EVALUATION: 2011-13 'Countering Extremism, Promoting Peace & Religious Tolerance' Grants Program In Pakistan

DRAFT REPORT: JULY 25, 2014
FINAL REPORT: AUGUST 19, 2014
Islamabad, Pakistan



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The United States Institute of Peace

Acknowledgement

We, at **AAN Associates**, take this opportunity to express profound gratitude to all those who contributed to the successful completion of this Evaluation Study.

The team is thankful to the **United States Institute of Peace** management and technical teams in Islamabad and in Washington D.C., USIP Grantees, civil society, and other public and private sector stakeholders for their active engagement and contributions to the evaluation. In particular, we are thankful to **Ms. Nadia Naviwala, Dr. Moeed Yousuf, Mr. Barmak Pazhwak, Mr. Osama Gharizi, and Mr. Jeremy Moore** from USIP, for coordination, facilitation, and prompt support.

We are thankful to the team that worked on the assignment and completed it successfully. The team comprising **Dr. Syed Muhammad Ali Shah, Prof. Dr. Syed Rifaat Hussain, and Prof. Dr. Zahid Shahab Ahmed and Mr. Nadeem Haider**, for their commitment, invaluable insights and contributions. We also recognize the administrative and coordination support extended by **Mr. Asmat Ali Gill and Mr. Zain Raza**.

We wish the United States Institute of Peace and partners' success in their pursuit to contribute in on-going work around countering violence, extremism, radicalization and intolerance. We sincerely hope that the findings and recommendations of the evaluation contribute to enriching the work and help improve the grants management.

AAN Associates



Acronyms

AKDN	Aga Khan Development Network
ASI	Assistant Sub-Inspector of Police
BCC	Behavior Change Communication
BVN	Bargad Volunteer Network
CBOs	Community Based Organizations
CEPPRT	Countering Extremism, Promoting Peace and Religious Tolerance
CFC	Charter for Compassion
CRSS	Centre for Research and Security Studies
CSN	Compassionate Schools Network
CSO	Civil Society Organizations
CVE	Countering Violent Extremism
CYAAD	College of Youth Activism And Development
DAC	Development Assistance Committee
EAI	Equal Access International
FATA	Federally Administered Tribal Agencies
FGDs	Focus Group Discussions
GoP	Government of Pakistan
IEC	Information Education Communication
IJT	Islamic Jamiat Tulba
JI	Jamaat I Islami
KAP	Knowledge Attitudes Practices
KIIs	Key Informant Interviews
KP	Khyber Pakhtunkhwa
LeJ	Lashkar e Jhangvi
LFA	Logical Framework Analysis
M&E	Monitoring and Evaluation
MQM	Muttahida Quomi Movement
NGO	Non-Government Organization
OECD	Organization of Economic Cooperation and Development
PACE	Pakistan Centre For Excellence
PBC	Pakistan Broadcasting Corporation
PEAD	Peace Education And Development Foundation
PEMRA	Pakistan Electronic Media Regulatory Authority
PKR	Pakistan Rupee
PMF	Performance Management Framework
PML-N	Pakistan Muslim League – Nawaz
PPPP	Pakistan Peoples Party Parliamentarians
PTI	Pakistan Tehreek I Insaaf
RBM	Results Based Management
RCT	Randomized Control Trial
SDM	Systems Dynamics Model
SI	Sub-Inspector of Police
SMART	Specific, Measurable, Achievable, Relevant, Timebound



SMS	Short Messaging Service
SSP	Sipah e Sahaba Pakistan
TOT	Training of Trainers
TTP	Tehreek e Taliban Pakistan
TV	Television
UNEG	United Nations Evaluation Group
US	United States
USA	United States of America
USD	United States Dollar
USIP	United States Institute of Peace

Executive Summary

The United States Institute of Peace (USIP) is an independent, nonpartisan institution established and funded by the Congress to prevent, mitigate, and resolve conflict without violence. During 2011-2013, the USIP commissioned seven grants to support their programming goal in Pakistan: ***To help prevent, mitigate, and resolve conflict through a coordinated program of policy research, innovative projects, and capacity building activities that inform and enable local, national, and international policy makers and practitioners.*** The grants were awarded to national and local civil society/ non-profit organizations.

USIP commissioned the evaluation of 07 grants as unified program named 'Countering Extremism and Promoting Peace and Religious Tolerance (CEPRT)' to AAN Associates, an Islamabad based development consulting firm, specializing in evaluations (www.aanassociates.com).

The evaluation is 'Formative' in nature with an expressed purpose to accumulate learning and inform future programming. Moreover, it expected evaluators to assess the USIP grants making processes and systems, recommend changes and facilitate USIP develop an enabling grants development and management system. The evaluation has been carried out using mixed method approach. The overall methodology for the evaluation was based upon a customized modification developed by the consultants of the Systems Dynamic Model (SDM) approach developed by William Ddembé¹. The approach was a practical adaptation of two management cycle models – *the Waterfall Model (Sorensen, 1995)*, and *the Research & Development Model (Murphy, 1989)*. The evaluators gathered relevant secondary and primary information by undertaking extensive secondary sources review and applying multiple yet complementary primary information techniques entailing key informant interviews, focus group discussions, and field visits.

All protocols of ethics as prescribed by the United Nations Evaluation Group (UNEG) to maintain data anonymity and confidentiality were strictly observed during the course of the evaluation.

The key challenges during the course of the evaluation study included: (i) tracking project beneficiaries as all projects had closed for over a year; (ii) lack of baselines and meaningful monitoring to track progress to map extent of change; and (iii) the dissolution of CAVISH development foundation (one of the grantee) in 2014 by the board, for which findings and analysis is primarily drawn from secondary sources.

The evaluation report has twelve sections or chapters, which include project background and methodology, context analysis, finding and analysis of USIP grants management, project or grant centric evaluation findings, conclusion and recommendations.

The second section gives evaluators understanding of the larger global and country context to violence and extremism and relates it to the grants awarded by USIP. It argues that the threat posed by violent extremism is neither constrained by international borders nor limited to any single ideology; and provides an insight based upon extensive literature review on the historical perspective of Islamization in Pakistan, the values upon which the State was founded by Muhammad Ali Jinnah; and the infused pseudo Islamic transformation of the State based upon radical narratives, practices and values during the pro-Saudi General Zia-ul-Haq regime, driven regional power dynamics and political interests. The analysis also presents a snapshot of the current situation of Talibanization, radicalism, religious

¹ Williams D, Kennedy M. Towards a model of decision-making for systems requirements engineering process management. In *International Systems Dynamics Conference, Bergen, Norway, 6–10 August 2000*.

intolerance, psycho-social pressures, and predominance of volatility and insecurity. The analysis culminates in a reflection on the conflict situation in Karachi, Pakistan's only Metropolitan city and the economic hub of the country. The following section carries the key evaluation findings and analysis (excluding grants specific), structured around the evaluation criteria.

RELEVANCE: The evaluators' assessment of the larger country context in terms of history, drivers, key stakeholders and implications found to be consistent with USIP country programming priorities. Similarly, the grants approved appear to be relevant to the larger country context.

To the evaluators, the evaluated grants could be distributed into focusing on three thematic areas: (i) mass media programs- counter narratives through mass media, and promoting community dialogue through mass media; (ii) youth activism programs- social action through youth activism, and youth activism at public universities; and (iii) behavior modification programs - behavior modification by promoting compassionate behavior in schools, civil law enforcement service providers, and service providers and school children (all training centric with cascade training models applied).

The evaluators found consistency between grants focus and the USIP country strategy.

Each grant within the larger program found to be relevant in terms of focusing and addressing the drivers of conflict: radicalization, extremism, intolerance, and violence, with focus on children, youth and service providers. However, the reading of the individual grants leaves the impression of weaker context analysis, articulation of theory of change, limited consistency with result based management principles. In most cases, project proposals lacked analysis of comparative value of the preferred intervention approaches, stakeholders and kind of interventions planned.

The USIP grants targeted youth, teachers, students, police officials, religious minorities specifically, with others groups in general. From a grant making perspective and according to the supporting contextual analysis, the target groups focused through varied grants appear relevant in terms of significance and potential they carry to advocate and influence communities and varied groups to countering violence and extremisms and contribute to peace building. The evaluators' however have their reservations on the USIP's partnership approach, where it prioritizes working with small or medium and ideological based organizations without the provision of technical assistance and robust quality assurance measures. The reservations stem from partners technical capabilities to do deeper analysis, produce quality products and ability to engage meaningfully with other stakeholders. There are multiple risks associated to collaborating with small organizations ranging from quality to sustainability as evident from the experience where one partner disintegrated within one year of the project closure. USIP is advised to re-think the preferences around scale of organizations to partner with; or compliment this preference with adequate support mechanisms.

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EFFECTIVENESS: The USIP country strategy that informed the CEPRT grant portfolio is focused on enabling the civil society in Pakistan to address effects of violence, extremism, radicalism, and

SOME KEY DRIVERS OF CONFLICT IN PAKISTAN

- ✓ Widespread poverty
- ✓ Widening income inequalities between the rich and poor
- ✓ Faltering economy
- ✓ Institutional decay
- ✓ Tensions in civil military relations
- ✓ Erosion of institutional capacity of the State to maintain law and order
- ✓ Rise and mushroom growth of violent non-state actors
- ✓ Systematic neglect of social development sector

intolerance. In terms of effectiveness the approach to partner with smaller and unknown organizations may be encouraging to tap onto the potential mission driven organizations e.g. Bargad, and others. As outlined in the relevance section, the preference for smaller organizations carry inherent risk around organizational capabilities to understand and prioritize addressing systemic deficiencies, where the efforts are often swayed by desire to work on symptoms rather causes. USIP is advised to evolve systems for structured organizational assessment at initial screening (during grant award stages) to make more informed choices around partnerships. USIP may also consider prioritizing and resourcing the grantees organizational development as part of the grants management support to address partners' capacity issues.

The evaluators are of the opinion that the USIP grants management guidelines could be elaborated further to ease grant proposal development and management for the potential grantees. The details available to CEPRT grantees in the form of generic frequently asked questions were referred to by the grantees as useful. Nevertheless, the grantees expressed desire to have more project design, proposal and project development related guidance from USIP to strengthen their capacity and to produce improved and better quality projects.

There was all round acknowledgement of USIP support in project design by the grantees. The USIP at its end engaged the in-house resources as well as independent technical reviewers and sharing feedback on proposals with the grantees. The evaluators had no access to the feedback, however, the quality of final proposals indicate that the USIP feedback may not have been fully capitalized due to limited technical capacities within implementing partners.

The grantees acknowledge and appreciated the flexibility demonstrated by USIP around grants management. To the evaluators, the extent of changes made in the approach or interventions for some of the grants in relative terms is much higher than the standards practiced in the industry. This, essentially points to weak project design and budgeting, which should have been addressed at grants award stage. The evaluators would advise that such flexibility should be exercised with caution and must set mechanisms for pre-approval (by USIP) for any significant realignment in project interventions and budgets.

The limited focus on grantees capacity development through structured interventions is significant omission noted by the evaluators. Moreover, the evaluators noted limited support and technical backstopping from USIP to the grantees for technical product and development of materials, such as training manuals, IEC materials and others. This has happened despite USIP's recognition of the weaker technical capacities in the selected partners; hence, amounts to significant oversight. The next cycle may need to evolve mechanisms for technical backstopping and partners' capacity development.

The grantees hold positive view of USIP's presence in the country, which to them has contributed to greater interaction and communication resulting in trust building. The grantees recognize and appreciate the interest and efforts of the incumbent representative, which has evidently contributed to greater coordination between USIP and grantees. Although, there is progress on communication and coordination, however this probably has not attained a level where grantees may feel comfortable sharing even challenges and failures. The in-coming representative may need to work on further solidifying the relationship.

USIP provided templates and guidelines to develop and submit periodic monitoring reports, which were useful in standardization in documenting project progress. The findings indicate limited awareness and capacities within partners to methodologically monitor and report. The monitoring has primarily been done to report on outputs with evident disorientation from result based monitoring and reporting. The

evaluators did not find much evidence which may suggest meaningful use of monitoring reports for decision making either by the grantees and/or USIP. USIP attributes this to limited in-house capacities. This again is an area for technical support for the partners and prioritization of reports within USIP for decision making.

LEARNING AND IMPACT: The focus of CEPRT grants was largely on behavior change, which all acknowledged takes longer to measure results. The current cycle of up to 24 months or so was found to be inadequate and non-responsive to the kind of change being advocated or envisioned by the grantees. The evaluators' advice USIP to consider medium/longer term grants (from 24-36 months), as that enable partners to have sufficient incubation time for ideas and interventions to demonstrate results around behavior change.

Knowledge management has emerged as another weaker link with CEPRT projects as not much available around learning documentation and dissemination. This is largely attributed to weaker capacities of the partners and limited focus/capacities within USIP to engage meaningfully to produce knowledge products and wider dissemination of learning.

USIP knowledge base is currently inaccessible by the larger civil society in Pakistan, and as such this limits the capacity of smaller organizations and activist groups to understand and promote the agenda of peace, tolerance, and interfaith harmony.

The partners in most cases have achieved the set targets, however their contributions to making larger impact are at best unknown. This partly relates to design oversights where grantees have focused more on addressing symptoms rather systemic causes to exclusion, poverty and extremism. For instance, one grantee has conducted school sessions with students, while overlooking the gaps in teachers training and school curricula.

Since impact evaluation was not the focus, the evaluators have shared their views on short term impact under each grant. Broadly, the impact has been positive; however, this largely remained confined to the groups engaged or spheres they operate. The future program may benefit more if USIP focuses more on systematic monitoring and evaluation, knowledge documentation and by blending demonstration grants with policy research.

SUSTAINABILITY AND SCALABILITY: The evaluators are of the opinion that though hard to measure, the results of softer interventions centered on changing knowledge, perceptions, attitudes and actions leave behind sustainable change. The knowledge and positive attitudinal change (though no exact measure available) amongst the direct beneficiaries may sustain beyond project. Similarly, some of the activist groups created and/ or involved in learning and dissemination would remain intact, however this may require continuous engagement with them by the supporting organizations.

The organizations supported for the program are largely mission driven, hence are likely to continue working. The learning acquired during implementation and increased capacities (in terms of trained human resource, training and dissemination products and others) amongst the grantees may sustain.

There is not much reference made by project grantees, and documented evidence available to point towards scalability of interventions funded by CEPRT. Although anecdotal evidence generated during the course of this evaluation provides some possible sustainability resulting from specific interventions.

The readers are advised to find grants specific findings and analysis in relevant chapters. This has been excluded from the executive summary to keep it of manageable size.

The evaluators conclude that overall, the CEPRT design was found consistent to USIP strategic objectives and country context established by the evaluators. The selection of partners, interventions and approaches found largely relevant to the context and programming focus of USIP in Pakistan. The program has largely been effective in terms of achieving the desired outputs and to some degree outcomes. The technical capacities of partners, application of results based management, systematic monitoring and evaluation, learning documentation are areas that merit considered investments of USIP for the future. The results in terms of attitudinal change may be difficult to measure; while interaction with stakeholders bode well the sustainability of interventions and results. This however, may require continuous engagement of partners with activists and groups raised and involved in different projects. The key highlights of the USIP CEPRT programming in Pakistan were non-prescriptive programming, engagement of grassroots level CSOs, youth centric programming focus, behavior change communication.

Key recommendations and way forward for USIP programming/ grant making in Pakistan at the design level and at the implementation level.

DESIGN LEVEL

- The future program may benefit more if USIP articulates its country strategy (the work is on-going on draft country strategy) and disseminated to existing/ potential partners to bring greater focus and coherence with on-going and future projects. USIP may encourage partners to focus more on addressing structural or systemic issues resulting in hardening of beliefs, exclusion, extremism and use of violence.
- The future programming must balance between demonstrative projects and support to thematic/ policy researches to leverage complementarities for better understanding and weaknesses focus on systematic gaps and (please see the contextual analysis in Section 2 of the report for further details on gaps), to help achieve wider impact at policy and practice level. The grantees could be encouraged to find partners in public and private sectors to build wider networks to contribute to the sustainability and scalability of interventions.
- Geographic expansion is advised into areas either established or considered at high risk to radicalization, extremism and violence.
- To overcome the technical backstopping challenges (given USIP preference to continue working with smaller and mission-led organizations), USIP is advised to either increase in-country capacities or explore outsourcing options for grants design and management. Moreover, the project design must lay greater focus on technical capacity development of partners.
- The grants award processes and management mechanisms merit developing guidelines and support documents (e.g. providing a clear and specific contextual analysis document which may be used by the grantees to develop project designs; problem-solution tree analysis guidelines; logic model development, etc.) to enable grantees to develop quality proposals and manage them projects more effectively. It would be useful if these are available online. Similarly, the future program may need to prioritize knowledge management and dissemination to enable easier access to information of the partners and other stakeholders (academia, researchers, NGOs, media, and other

civil society - who may be interested in using USIP knowledge base to inform academic, research, planning or programming in Pakistan).

- The envisioned behavioral change requires longer-term investments, hence USIP and partners may achieve more results given the funding cycle or project duration is increased.

IMPLEMENTATION LEVEL

- USIP may need to reconsider the partnership approach and given continued focus and preference for smaller civil society organizations, USIP is advised to evolve mechanisms for technical backstopping to help design and implement effective projects.
- The project inception stage is extremely critical to such projects, hence USIP is advised to evolve mechanisms to provide adequate technical support to partners during inception. This could be done through engaging technical experts, and ensuring cost of such support is built into the project proposals and supported by the grants instead of requiring additional USIP financial support.
- The potential grantees may be assessed for capacity development needs and later supported (given grant award) with capacity development costs embedded within the project budgets.
- The grantees may be given added support for learning management and dissemination, with USIP to encourage greater cross partner learning exchange and coordination. USIP may facilitate engaging partners with research and academic institutions for technical content and knowledge product development (including monitoring and evaluation plans).
- There is a need to foster culture of monitoring and evaluation and using information to inform decision making within both partners and USIP.

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Section – 1:

Evaluation Background, Parameters, Methodology, and Team

This section describes the rationale of the United States Institute of Peace (USIP) for commissioning this evaluation study; the evaluation parameters as outlined in the scope of work of the assignment; the methodology adopted to undertake the study; and an introduction of the evaluation team.

1.1. Background

The United States Institute of Peace (USIP) is an independent, nonpartisan institution established and funded by Congress to prevent, mitigate, and resolve conflict without violence.

The strategic objectives of USIP are: To help prevent, manage, and resolve violent international conflict both within and between states; To promote post-conflict stability and development; To increase peace building capacity, tools, and intellectual capital worldwide; To build and shape the field of international conflict prevention and management and to professionalize its practice; To build knowledge and create innovative tools for peace building; To bridge research and practice in preventing, managing and resolving violent conflicts; and To teach, train, inform policymakers, practitioners, students and the public about the challenges of conflict prevention, management and resolution and how to respond to those challenges. An important goal for USIP in Pakistan is to increase female participation in politics, civil society, and other aspects of civic life (United States Institute of Peace (USIP), 2014).

USIP has been involved on the ground in Pakistan, training Pakistanis in conflict resolution and negotiation skills, so that they are able to assist in resolution of disputes in their own communities. During 2011-13, seven grants were awarded by USIP across Pakistan, as reflected in figure 1, these grants were mainly small to medium scale grants, awarded to national and

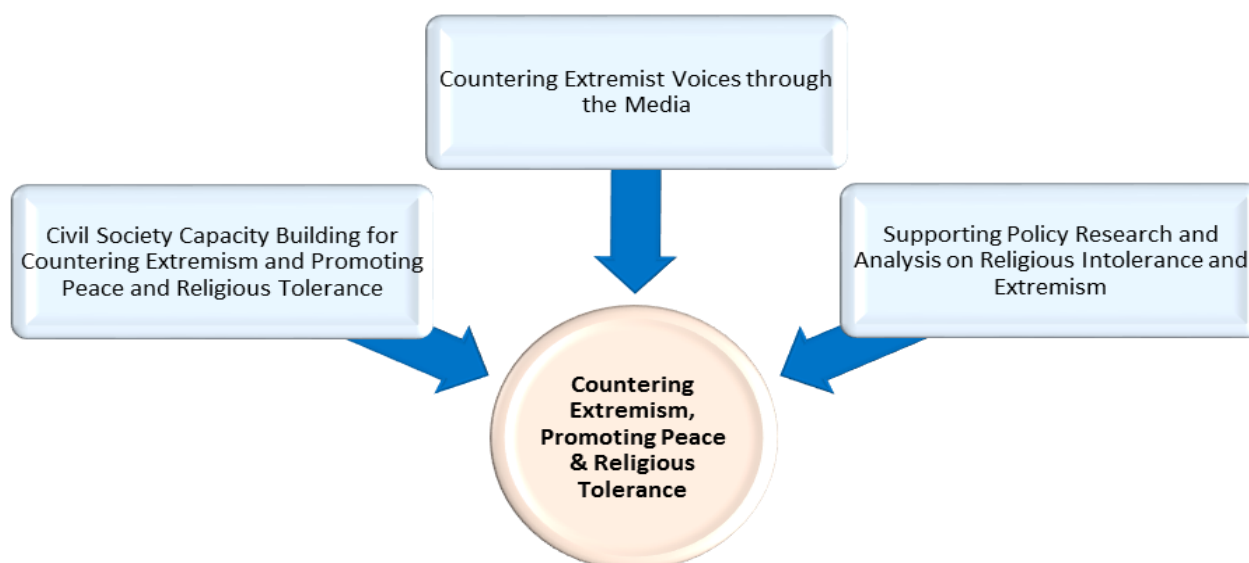


Figure 1: USIP Programming Components for CEPRT

local civil society/ non-profit organizations.

GRANTS COMMISSIONED BY USIP INCLUDED IN THIS EVALUATION STUDY

- ✓ **Tackling Youth Extremism in Pakistan** – Bargad Youth Development Organization
- ✓ **Promote interfaith harmony, peace building and social co-existence through public awareness, capacity building of civil society actors and police officials** - Cavish Development Foundation
- ✓ **Youth Actions for Peace** – College of Youth Advocacy And Development
- ✓ **Compassionate Schools Network** - Charter For Compassion
- ✓ **Da Aman Awaaz** – Centre for Research and Security Studies
- ✓ **Step By Step (Kadam Pa Kadam)** - Equal Access International
- ✓ **Pakistan Centre for Excellence (PACE)** – Peace Education And Development Foundation

USIP commissioned the evaluation to AAN Associates, Islamabad based development consultants, specializing in evaluations (www.aanassociates.com). AAN Associates, with guidance from USIP undertook the multi-grants evaluation using tailored OECD-DAC evaluation framework.

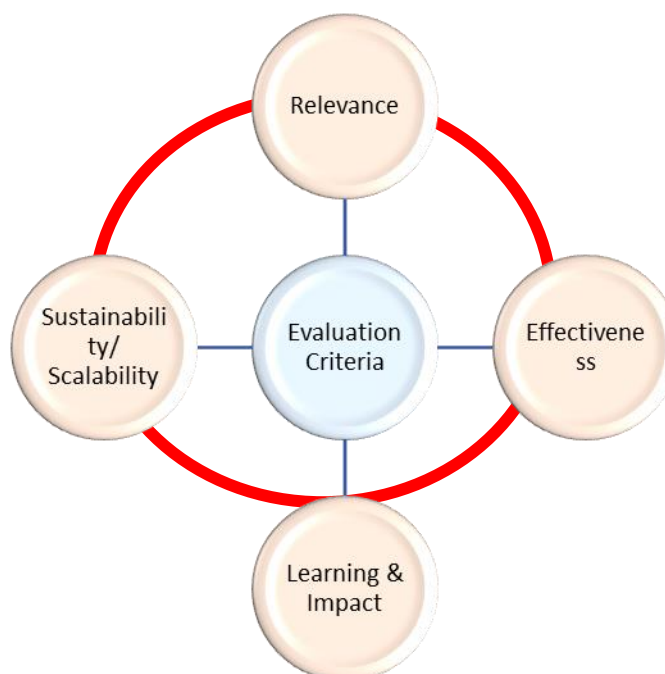


Figure 2: Evaluation Criteria

The 07 grants were treated as one larger program with the aim to ‘Countering Extremism and Promoting Peace and Religious Tolerance’ herein referred to as ‘CEPRT’. Each grant was

evaluated against specific set of questions framed by USIP. Additionally, overarching questions around cross-cutting themes have been included in the evaluation. The questions by and large have been structured as per OECD-DAC evaluation criteria i.e. relevance (of interventions, approaches, contents in the given context), elements of attribution, achievements and impact, and sustainability/ scalability of interventions.

1.2. Purpose of the Evaluation Study

The evaluation is 'Formative' in nature with an expressed purpose to accumulate learning and advice on improved future programing. The evaluators were expected to assess the USIP grants making processes and systems, recommend changes and facilitate USIP develop an enabling grants development and management system.

1.3. Evaluation Parameters

The evaluators have assessed each grant as projects within a larger program and applied the OECD criteria. The generic questions for the evaluation as per the criteria are listed below, whereas the list of additional grant specific questions attached as *Annex - 1*.

1.3.1. Relevance

- 1.3.1..1. *What drivers of conflict does USIP's grant program in Pakistan seek to address?*
- 1.3.1..2. *Are the goals and objectives of each grant relevant to the drivers of conflict identified by the program?*
- 1.3.1..3. *Was a current, accurate conflict analysis used to inform the program/project design?*
- 1.3.1..4. *Did the program target the appropriate groups or individuals to achieve its stated objectives?*
- 1.3.1..5. *Were the activities, strategies and interventions relevant to the outcomes/objectives identified by the program?*
- 1.3.1..6. *What are the theories of change? Are they based on valid assumptions?*
- 1.3.1..7. *What are the three most important recommendations that can help USIP learn and integrate in its future programing?*

1.3.2. Effectiveness

- 1.3.2..1. *To what extent did the grantees achieve their stated objectives?*
- 1.3.2..2. *What are the major factors that contributed to the achievement (or non-achievement) of the objectives?*
- 1.3.2..3. *To what extent did USIP's grant making improve the capacity of the grantees to conduct peacebuilding activities? What, if any training or assistance, did USIP provide in order to help grantees better meet their*

objectives? Are there additional technical resources or support that USIP could have provided?

1.3.2..4. *Were the projects able to reach the intended target beneficiaries?*

1.3.2..5. *What are the three most important recommendations that can help USIP learn and integrate in its future programming.*

1.3.3. Learning and Impact

1.3.3..1. *What were the lessons learnt with regards to the impact on target beneficiaries beyond the immediate outcomes/ outputs of the projects?*

1.3.3..2. *What lessons should USIP draw about effective ways to conduct grant making to civil society organizations in Pakistan?*

1.3.4. Sustainability/ Scalability

1.3.4..1. *Which steps have been taken or are planned to ensure that processes, structures and institutions created or supported by the program continue beyond the program's duration?*

1.3.4..2. *What is the realistic potential for continuation, replicability and scalability of project interventions? Were plans for sustainability realistic and meaningful? Were opportunities considered imaginatively and maximized?*

1.4. Methodology

The evaluation was carried out using a robust and responsive evaluation methodology comprising of a customized approach, as to meet the expectations outlined by USIP. For the purpose of the evaluation, the evaluators gathered relevant secondary and primary information by undertaking extensive secondary sources review and applying multiple yet complementary primary information techniques including key informant interviews, focus group discussions, and field visits.

1.4.1. Secondary Sources Review

The Secondary Sources Review Component consisted of undertaking a contextual analysis and a relevance analysis of USIP programming in Pakistan.

The **contextual analysis** was carried out using international and national research material, publications and grey literature available to ascertain the overall operational environment of the USIP CEPRT programming in Pakistan. The USIP program was reviewed in terms of the overall global, regional and national situation.

The **relevance analysis** was informed through detailed review of project documents including project proposal, logical frameworks, reports, work plan, Management Information Systems, and achievements. The secondary data was analyzed to

ascertain factors that influenced the program; and individual projects during their implementation. Furthermore, relevance of the project design, and the attribution of objectives, outputs, and activities under the program with the overall context were also reviewed.

1.4.2. Primary Information Collection

The primary field data/ information collection consisted of qualitative data collection techniques consisting primarily of Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). 63 KIIs and 6 FGDs were conducted with project staff, beneficiaries, media personnel, and public sector officials. FGDs were supplemented with KIIs where homogenous group of 5-9 beneficiaries could not be assembled. Telephonic Interviews were also conducted where beneficiaries or target respondents were not available in the field sites visited by the evaluators, however, the parameters of questions asked remained the same as those for the KIIs. The field visits were used to consolidate and ascertain the human angle on the project's evaluation parameters in line with the OECD-DAC guidelines and the requirements highlighted in the SOW. Analysis of primary information is discussed in the next section.

1.5. Approach

The overall methodology for the evaluation was based upon a customized modification developed by the consultants of the Systems Dynamic Model (SDM) approach developed by William Ddembe². The approach was a practical adaptation of two management cycle models – *the Waterfall Model (Sorensen, 1995)*, and *the Research & Development Model (Murphy, 1989)*. Figure 3 reflects the USIP CEPVRT Evaluation Approach. The various stages of the model are described below:

STAGE 1: INCEPTION & PLANNING

Output 1.1: Identification of Evaluation Parameters

This stage included initial consultations with the USIP in-country representative and the technical team in Washington D.C. (USA). These consultations included frequent exchange of information and ideas in formal and informal email communications to review and finalize the evaluation requirements, including the evaluation framework, methodology, and timelines.

STAGE 2: SECONDARY SOURCES REVIEW

Output 2.1: In-depth understanding of overall macro environment and the relevance of USIP programming and ascription of individual USIP CEPVRT grants

² Williams D, Kennedy M. Towards a model of decision-making for systems requirements engineering process management. In *International Systems Dynamics Conference, Bergen, Norway, 6–10 August 2000*.

The secondary sources review consisted of extensive desk review of literature, publications, existing evidence, strategic documents, and other relevant grant specific documentation to inform the contextual and relevance analyses.

STAGE 3: PRIMARY INFORMATION COLLECTION

Output 3.1: Information Requirements for individual Grants satisfied

The secondary sources review findings were used to identify Primary Data Collection Parameters/ Questions, which formed the framework for the qualitative information collection through the Key Informant Interviews, and Focus Group Discussions. The evaluators, carried out field visits to all four provinces to collect primary information from relevant stakeholders and beneficiaries of the USIP grants.

STAGE 4: COMPILATION, SYNTHESIS, ANALYSIS AND CORRELATION

Output 4.1: In-depth and objective understanding of CEPPT program and grants in relation to OECD-DAC and USIP evaluation parameters

During this stage the evaluators consolidated the primary field information collected during field visits, synthesized and analyzed (using triangulation method) the primary and secondary study findings, and correlated these to draw inferences in line with the OECD-DAC guidelines and evaluation parameters.

STAGE 5: LESSONS LEARNT, RECOMMENDATIONS AND REPORTING

Output 5.1: Review and synthesis of Lessons Learnt regarding USIP program and Grants

Output 5.2: Recommendations as a Way Forward for USIP programming and completed grants in Pakistan

Output 5.3: FINAL EVALUATION REPORT developed, submitted and approved

The final stage of the evaluation included an extensive process of iterations and deliberations on the preliminary findings in consultation with the USIP technical and management teams. This consultative approach was aimed at identifying a practical way forward from the lessons learnt through the evaluation study to improve overall USIP programming, grant making, and project specific quality assurance in Pakistan.

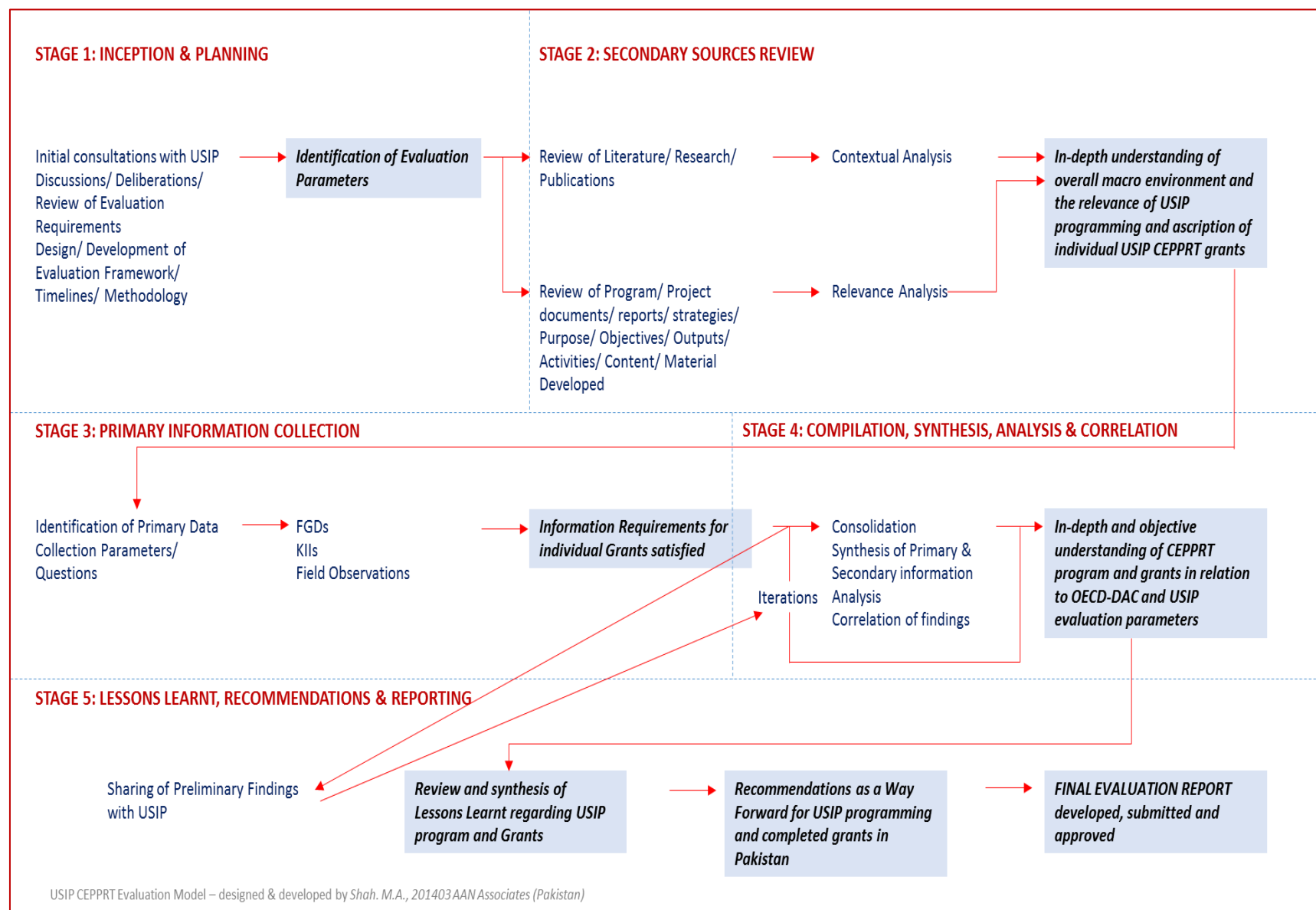


Figure 3: Illustrated Evaluation Approach

1.6. Ethical Guidelines & Quality Assurance

The evaluators observed the principles as outlined in Ethical Guidelines for Evaluation (UNEG, March 2008) developed by the United National Evaluation Group³.

All protocols to maintain data anonymity and confidentiality were strictly observed during the course of the evaluation.

Figure 4, Ethical Principles as Outlined in UNEG Guidelines (2008).

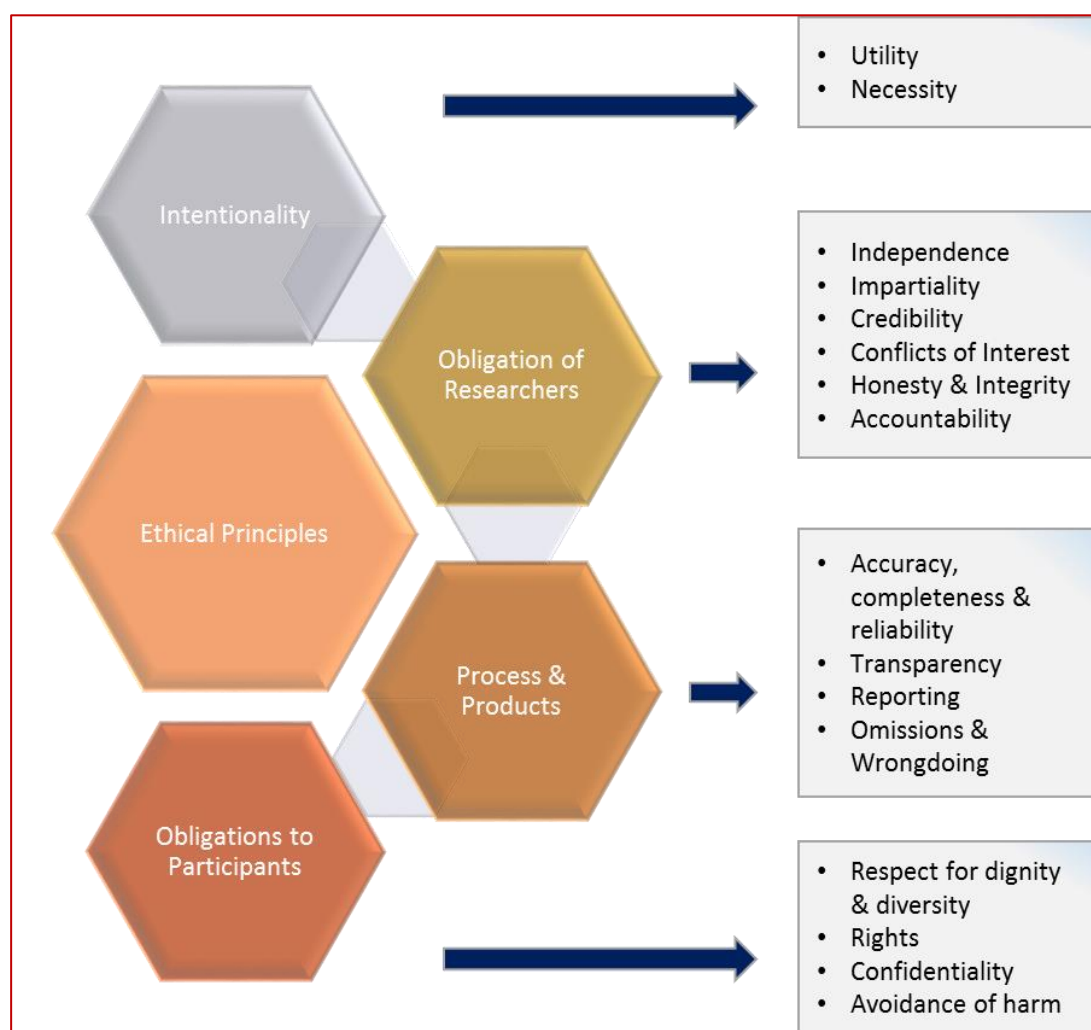


Figure 4: Study Ethical principles

The evaluation team employed the following measures to ensure quality assurance at all levels throughout the evaluation process:

³ UNEG, 2008. Ethical Guidelines for Evaluation

- Use of established techniques for consolidation, synthesis, analysis and triangulation;
- Engaging qualified, and experienced sector experts;
- Application of qualitative tools by core team members, who contributed to the design also;
- Maintaining regular contact & sharing updates between all team members for shared understanding of approaches and implementation process.

1.7. Challenges

The following challenges were faced by the evaluators during the course of the study:

- The consultants work was constrained to track project beneficiaries for closure of projects/ grants for over a year. This was to an extent mitigated by working with IPs and their participants/ beneficiary databases and reaching out the communities or over phone (where available) to get their thoughts. In some instances, the IPs were requested to gather the spread out participants/beneficiaries from multiple locations at centralized location, which worked well to have interaction with beneficiaries from FATA and troubled regions of KP.
- Across partners, the evaluators' work was constrained for lack of baselines and meaningful monitoring to track progress. This to a degree been addressed through review of periodic reports, field interaction with partners staff, contents review and qualitative discussion with respondents while using the recollection techniques.
- One of the grantees i.e. CAVISH Development Foundation, by the time of the evaluation commission had been dissolved by the Board in 2014. The evaluation report for the grantee relies largely on available data, reports and a couple of interviews that evaluators could undertake.

1.8. Evaluation Team

AAN ASSOCIATES, contracted to undertake the evaluation. The contractor recruited a team of sector and evaluation experts to leverage complementarities. Find below brief profiles of four members core team.

Nadeem Haider, Team Lead/ Anthropologist
M.Phil | M.S. Anthropology

Mr. Haider brings 16 years of inter-disciplinary/multi-sector managerial and consulting experience in varied contexts i.e. South, Southwest & Central Asia (Pakistan, Afghanistan, Iran, and Tajikistan), Eastern Europe (Moldova), Middle East and Horn of Africa (Somalia and Yemen). Mr. Haider brings training background in political economy and anthropology. Mr. Haider is an experienced evaluator with being involved/having lead over 20 project and programmatic evaluations for range of development partners i.e. bi-multilateral agencies, UN and INGOs and public sector. Mr. Haider brings been trained in social research (participatory), and is adept in application of researching methods, techniques and tools (qualitative and quantitative including PRA) and reporting. Mr. Haider brings familiarity with researching ethics (including UNEG research ethics) and evaluated programs and projects using established evaluation frameworks

such as OECD-DAC, ALNAP, UN and others. Mr. Haider brings sector expertise in integrated rural/urban development, social protection and assistance (human rights), humanitarian assistance & disaster management, governance, cultural preservation & promotion, civil society development. The areas of functional expertise include formative and sector research, M&E system design and assessment, training and resource development, policy & strategy planning, advocacy, information management and dissemination. Mr. Haider is multi-lingual and speaks over 5 languages/dialects with varying fluency i.e. English, Urdu, Punjabi, Arabic, Persian and Russian.

Dr. Syed Muhammad Ali Shah, Deputy Team Lead/ MER Specialist
MSPM | MBA | MPH-Research | MS Diagnostic Psych | MBBS

Dr. Shah is a Diagnostic Psychiatrist, Academic, Researcher, and an International Monitoring & Evaluation Professional with over 13 years of multi-sectorial experience in Result Based Management; Program Development; Resource Mobilization; Strategic Planning; Program Management; Operational & Academic Research; and Evidence based Policy Advocacy. His areas of expertise include Education, Countering Violent Extremism, Peace Studies, Religious Tolerance, Minority Rights, Youth Activism, Conflict Affected Area Programming, Refugee Assistance, Health, Infectious Diseases, Nutrition, Emergency Response, Social Protection, Women Empowerment and development of Innovative Approaches in community development programs. Dr. Shah has written successful in-country, multi-country and regional program proposals for Central & South Asia, and Africa; national and international publications, strategies, policy documents; and has carried out various technical assignments, research studies, and assessments/ evaluations. His portfolio includes United States Institute for Peace (USIP), Save the Children US, BPRM/ USDS, USAID, CIDA, DFID (UKaid), AusAID, DANIDA, The Asia Foundation, Danish Refugee Council, The Global Fund, The British Council, CARE International, Mercy Corps, The Waterford Foundation, Western Union, AKF, Aga Khan Health Service Pakistan, UNICEF, amongst others.

Prof. Dr. Syed Rifaat Hussain, Technical Expert-Countering Violent Extremism/ PPG
Ph.D. International Studies | M.A. International Studies | MSc. IR | B.A. Political Science

Prof. Dr. Hussain is a renowned professor, analyst, television personality, former anchor and radio personality with over 30 years of National and International experience. He is currently serving as Head of the Department of Public Policy and Government at the National University of Sciences & Technology (NUST). He has worked with some of the leading National and International institutions including Stanford University (USA), National Defense University (Pakistan), Quaid-i-Azam University (Pakistan), Regional Centre for Strategic Studies (Sri Lanka), amongst others. Prof. Hussain's areas of expertise include, Peace and Development Studies Extremism, Peace & Tolerance; Research; Political Economy Analysis; Governance; Religious Extremism; Public Policy Development; Foreign Policy Analysis; Contemporary Strategy, Issues in Arms Control & Disarmament; Dynamics of Nuclear Proliferation, Evolution of Modern Strategy, International Relations; and International Security and Conflict Resolution. With over 100 publications and numerous international articles, reports, write-ups and technical papers, he is also a Member Editorial Board, South Asia Journal, Australia; Member Editorial Board, Margalla Papers, National Defense College, Islamabad; Member, International Advisory Board, Regional Studies Quarterly; Member, Editorial Board, National Defence College Journal, Islamabad; and Member National Slavic Honor Society, University of Denver Chapter.

Prof. Dr. Zahid Shahab Ahmed, Technical Expert-International Peace Studies
Ph.D. Political & International Studies | M.A. Peace Education | M.A. Sociology

Prof. Dr. Ahmed is currently the Head of Ph.D program at the Department of Peace & Conflict Studies, National University of Sciences & Technology (NUST) in Islamabad. He has over 10 years of experience of working in the international development/ peace-building and in academia. His areas of expertise include, Civil Society, Conflict Mainstreaming, Conflict Resolution, Democratization, DDR, Education, Gender, Internally Displaced, Nonviolence, Peacebuilding, Peacekeeping, Security, Terrorism, and Youth. He has previously taught international and political studies at University of New England and Charles Sturt University in Australia. Dr. Ahmed has also delivered numerous guest lectures at universities across the world, especially on the issues relating to South Asian regional security and peace. He is currently engaged in research studies on Peace and Conflict Impact; Conflict Analysis; Conflict Sensitive Project Planning; Peace Education in the Islamic Context; Conflict Resolution in South Asia; and Nonviolent Conflict Resolution in South Asia. Amongst his many professional accolades is his work with the United National mandated University for Peace (UPEACE) in designing a curriculum on “Peace Education in the Muslim Context” by organizing consultative workshops in Canada (2006) and Indonesia (2007); and with UPEACE in designing a post-graduate program on peace & conflict studies in South Asia. This program has already been implemented in South Asia. Dr. Ahmed has numerous international publications, articles, chapters, and a book (Ahmed, Z.S. 2013, Regionalism and Regional Security in South Asia: The Role of SAARC, Ashgate Publishing Limited, London. ISBN 978-1-4094-6769-4).

Asmat Ali Gill, Project Coordinator
M.S.

Mr. Gill brings a mixed academic background in health economics and pharmacy. Mr. Gill brings extensive experience of coordinating evaluation and research projects. He has remained involved in the design of evaluation methodology, coordinating field data collection, analysis and reporting stages of numerous projects. As project coordinator he has successfully coordinated various evaluation projects of UN Agencies/ INGOs like UNICEF, Trocaire Pakistan, Malteser International and Save the Children.

Section 2:

Countering Extremism, Promoting Peace & Religious Tolerance in Pakistan – Contextual Analysis

This section provides the reader with an insight to understand the macro and micro environmental factors influencing USIP programming in Pakistan. The first part of the section provides the situational analysis which is followed by a description of the evolving context in terms of Countering Extremism, Promoting Peace and Religious Tolerance (CEPPRT).

2.1. Situational Analysis

According to Ed Hussain, the rise of Islamist radicalism continues to threaten U.S. interests. (Hussain, 2013). The threat posed by violent extremism is neither constrained by international borders nor limited to any single ideology. Groups and individuals inspired by a range of religious, political, or other ideological beliefs promote and use

violence, while the increasingly sophisticated use of the Internet, mainstream and social media, and information technology by violent extremists adds an additional layer of complexity (Department of Homeland Security, 2014).

Extremism exists in many forms in South Asia; although, there are democratic governance systems in place in all South Asian countries, political leadership has been ineffective in curbing and mitigating issues emanating from extremism, intolerance and hate-mongering (Shahab, 2014).

The present-day South Asia is home to many intra- and inter-state conflicts and many of such troubles have roots in the colonial heritage of the region. (Brass 2003:75; Meyer 2003:95). Pakistan is generally perceived as an unstable South Asian state struggling to survive in the face of myriad of challenges ranging from violent extremism; sectarian and ethnic violence; misgovernance; weak economy; center-province tensions; deteriorating law and order; civil military tensions; and rampant corruption.

***‘Extremism’** is defined as a tendency to have beliefs or opinions that are considered to be extremely unreasonable by most people (Macmillan Publishers Limited, 2014); while, the use or support of violence to achieve ideological, religious or political goals is termed as **‘Violent Extremism’** (Attorney General's Department, 2013).*

*It is important to reiterate that Jinnah was clear on separating religion from the affairs of the State, which is clear from what he believed in: **“You are free to go to your temple; you are free to go to your mosques or to any other place of worship in this state of Pakistan. You may belong to any caste or creed – that has nothing to do with the business of the state”**.*

On August 11th 1947, Quaid-i-Azam Muhammad Ali Jinnah, in his famous address to the Constituent Assembly emphasized the resolve to establish an inclusive and impartial government in Pakistan, with religious freedom, rule of law and equality for all its citizens. This is reflective of an ideological state where the true spirit of Islamic governance was to be implemented.

It is therefore, important to recall when and where the nation got derailed from the path identified by the father of the nation. After the death of Jinnah in 1948, Islamists and religious clerics who had seen the formation of Pakistan under the ideology of religious pluralism, found space to push the agenda to establish the country as an Islamic State, or 'a homeland for Muslims'. The state of Pakistan was declared an 'Islamic State' in 1952.

UNDP estimates that over 96 percent of Pakistan's population is Muslim, with 3.54 percent religious minorities, including Christians, Hindu, Ahmadiya, Parsi, Buddhist, Sikh and others (UNDP, 2012). Violence against religious minorities in Pakistan has intensified in the last five years, which include the 2009 Gojra (Toba Tek Singh, Punjab) incident and the 2013 church bombings (Peshawar, Khyber Pakhtunkhwa).

As governments began to rely on the support of Islamist Parties and groups to secure their survival, they deviated more and more from the ideology that founded Pakistan. Consequently 'Islam' (or a version of Islam that was propagated by the Islamists emerged as the *raison d'être* of the state). The more the State became so called 'Islamic', the more tolerance, harmony and peaceful co-existence disintegrated; and resultantly, the more religious minorities suffered in Pakistan. With the coming to power of General Zia ul Haq in the late 1970s, Islamist hardliners came to the forefront and introduced contentious Blasphemy Laws in Pakistan in 1980, which

were specifically tailored to target the country's large Shiite population and limit the freedom and basic human rights of the minorities under the cloche of Islamization.

A legacy of the Zia era is the inculcation of Sectarianism in the Pakistani society during the 1980. This was a direct result of the policies of Islamization aimed at influencing the outcomes of the Soviet invasion of Afghanistan and the Iran-Iraq war. US interests in Afghanistan; and Saudi Interests in the Iran-Iraq war demanded extreme measures by the then Mujahideen (now evolved entities referred to as 'Al-Qaeda' or 'Talibans' or 'Terrorists'), hence the Zia's policies focused recruitment

Commenting on the Parade Lane Mosque incident of December 4, 2008, in Rawalpindi, in which thirty six people, including seventeen children, an army major general, and a brigadier general were killed, noted Pakistani journalist, Zahid Hussain (Hussain, 2010) writes: "Most of those suspected to be involved in the planning and execution were affiliated with Jammāt-e-Islami, and one of those detained, who was later released, Raja Ehsan Aziz, a graduate of Columbia University, was a retired Professor....The other suspects were mostly university and college students."(It is worth noting that Professor Aziz's wife, Amra Aziz, was a former head of the girl's wing of IJT at QAU). –Pg. 179

of youth by religious clerics and madrassas and promotion of religious fanaticism to convert them into human war machines.

The pro-sectarianism policies of General Zia-ul-Haq resulted in formation and establishment of violent extremist school of thought and resultant formation of terrorist organizations such as the Sipah e Sahaba (Salafi, Sunni), and the Sipah e Muhammad (pro-Iran, Shiite), amongst many others. The proxy war between Iran and Saudia continues to this day, and has resulted in the evolution of these terrorist groups into more organized and expanded units such as Lashkar e Jhangvi (Salafi, Sunni), Jesh e Muhammad (Sunni), Tehrik e Taliban Pakistan (Sunni), Haqqani Network, amongst others. Whilst Saudi and Iranian state funding for Sunni and Shia militant groups in Pakistan is often blamed for sectarian violence, it is clear that a major influencing factor of sectarian violence is the lack of good governance within the country. This allows Pakistan to be used as a playing field for both internal and external resourced violent extremism.

Islamist Terrorist groups like Al-Qaeda and its ideological affiliates do not operate in a vacuum; rather, they feed off of ideas that have proliferated in Muslim communities over decades. A combination of religious literalism and conspiracy politics is at the core of their anti-Western ideology. These ideas include the beliefs that democracy is manmade and only extremist understandings of God's law should be enforced; that violent jihad is a Muslim obligation until "God's law" is manifest; that those who die pursuing it, including suicide bombers, are martyrs; and that the greatest obstacle to Islam's dominance is the modern West, led by the United States. Unless such ideas are challenged and discredited, extremist groups will continue to regenerate no matter how many terrorists are killed (Hussain, 2013).

*Hussain Haqqani, Pakistan's Ambassador to the US wrote in the Washington Quarterly, In a policy statement issued on July 1, 1951, the U.S. Department of State declared that, **"apart from Communism, the other main threat to American interests in Pakistan was from 'reactionary groups of landholders and uneducated religious leaders' who were opposed to the 'present Western-minded government' and 'favor a return to primitive Islamic principles.'** However, the US did little to prevent Pakistan from using Islam as state ideology, encouraging religious leaders and **"tying the Islamists to Pakistan's military-civil bureaucracy and intelligence apparatus."** Thanks to state patronage, religious parties from being mere pressure groups, evolved into well-armed and well-financed forces. They operate outside the framework of the rule of law; and the Islamists have contributed to the disruption of the conduct of foreign policy.*

Arshi Saleem Hashmi of the Institute of Peace and Conflict Studies, states that with the "Islamization" of the military, Pakistan increasingly became an ideological state. However, there was no single definition available to explain what Islamization was. With a number of sects and varied types of "Islam", the Deobandi school of thought became the official school to look up to for theoretical explanations. With its close resemblance to Saudi Wahabism, Saudi Arabia became the patronizing factor, even though a majority of Pakistanis was and still adhere to the Brelvi/ Sufi tradition of Islam.

The educational system was the first casualty under the Islamization process, when on the pretext of providing free education to the poor, madrassas were established all over the country. The degrees that these institutions awarded, qualified young men to preside over Qazi courts or work as Ulema in

various departments of the government (Hashmi, 2009). Interestingly, despite the United States' contribution to help Pakistan establish its religious credentials during the Cold War, the US, in the initial years of its engagement with Pakistan, had already recognized the troubling potential of Islamist politics (Ibid).

Due to a lack of psychosocial support programs and systems in the country and a fragile economy, which results in the mind-set of seeking healthcare related support only when conditions become critical; Pakistan's younger generation seeks solace and refuge from the depressive environment in prayer and religion. This desire to seek refuge drives the Pakistani youth into the hands of the extremist elements who have commandeered places of worship, peace and harmony to propagate their extremist and radical agenda.

The past decade has remained particularly violent for Pakistan as terrorism and violence took their unprecedented toll on the country. According to a comprehensive report⁴ – compiled by security agencies, submitted to the Supreme Court of Pakistan in March 2013, more than 49,000 people have been killed so far since the commence of War on Terror in 2001. However, figures compiled from various resources in 2014 puts this total at 60,000. Organized groups⁵ engaged in Violent Extremism/ Terrorism/ Human Rights Violations are operating across Pakistan, while ethnic and religious minorities have become the target of these groups.

Several thousand people have died in sectarian attacks launched by Sipah Sahaba Pakistan (SSP) and Lashkar e Jhangvi (LeJ) on Shia Masjids, Imam Bargahs and other places of worship. In retaliation, Shiites have also violently attacked members of these militant Sunni outfits. More recently one has witnessed targeted killing of Shia doctors in Lahore and Karachi and large scale killing of Hazara Shiite community in Quetta. As Pakistan continues its drift toward religious extremism, there also has been increase in attacks on Christians and people belonging to other faiths, such as Hindus and Parsis.

Educated Pakistan youth, studying in Pakistani Universities, under the influence of multiple factors such as peer pressure, alienation, lack of opportunities for self-expression, the prevailing environment of Islamic Jihadi and religious militancy

*“.....in the Islamabad Marriott Hotel suicide car bombing case, one of the key planners of the attack was Syed Abraruddin (Hussain, 2010), who **“had come into contact with IJT”** which in turn **“brought him into contact with al-Qaeda.”** Ibid. p 168*

promoted by student wings of Jammāt-i-Islami (JI), Islamic Jamiat Tulba (IJT), on major Pakistan campuses, is vulnerable to embracing extremism. JI is viewed by some analyst as a soft face of Al Qaeda as a number of Al-Qaeda operatives have been linked to JI (Hussain, 2010).

⁴ Pakistani victims: War on Terror toll put at 49,000 Express Tribune <http://tribune.com.pk/story/527016/pakistani-victims-war-on-terror-toll-put-at-49000/>

⁵ Pakistan releases list of 31 banned organizations, excluding Jamaatud Dawa <http://pakistan.onepakistan.com.pk/news/breaking/12956-pakistan-releases-list-of-31-banned-organizations-excluding-jamaatud-dawa.html>

Youth radicalization in Pakistan has become an existential concern mainly because of the changing demography of the country and the resulting phenomena of a large youth bulge. In Pakistan nearly 60 million people are below the age of 15 and the male cohort of this young age group is larger than its female counterpart. Given the high fertility rate in the country, Pakistan's population under the age of 24 will reach 51.4% of the country's total population by 2030 (Zaidi, 2011, p. 45). The future orientation of the Pakistani youth will thus have a critical bearing on Pakistan's internal security, and cohesion of the Pakistani state. A disgruntled, dissatisfied and disillusioned youth would not only be the cause for social unrest but also a vehicle for mass protests and violent change. On the other hand, if handled intelligently the same youth can be a force for economic and social growth, stability and positive political change. The underlying assumption here is that unless the Pakistani youth was dissuaded from treading the Jihadi path there can be no longer-term peace in Pakistan. Pakistani youth must be educated in values of peace, dialogue and trained to non-violent resistance/ methodologies to tackle their problems.

The role media and communications play in responding to and contributing to terrorism, violent extremism and the countering aspects is manifold. According to Jongman, with more independent news channels emerging, and countering dominant narratives of conflicts and crisis, the reality is that media and presentation of political developments will vary according to region, culture and affiliation. This in turn, has considerable consequences on 'how the general public perceives and experiences terrorism and how it affects their personal lives' (Jongman, 2007). As Western Media continues to demonize Muslim identities, the resentment in the Muslim youth increases. There is further skepticism towards the media's agenda, for example, the lack of good news stories on the day-to-day services provided by religious charity groups - instead media focuses on the negative socio-political and religious tensions and conflicts. Therefore, Knight concludes that the media are 'the means by (which) contemporary conflicts are literally being played out'.

In Pakistan, with the mushroom growth of more than 80 private satellite television channels in the last decade, a lack of ethical or responsible journalism, and the incompetence of the politically motivated Pakistan Electronic Media Regulatory Authority (PEMRA), media has unfortunately been a negative influence on the youth and the society at large. Sensationalization of human misery, promotion of violent and heinous acts, and immoral debates to justify political existence have been taking up the majority of the television airtime. The emphasis is on what sells better, than what is important has become the norm of media reporting. This has contributed to the overall frustration level within the society.

Radio channels are still amongst the most widely accessed type of media, as they have access to far-flung and hard to reach areas in the peripheral and under-developed districts of the country.

With the ever increasing use of mobile phones, the popularity of social media has been on a constant incline. Due to the apparent mistrust on the media, users prefer social media for information and communication purposes. Despite the draconian restrictions on the use of internet and particularly social media sites such as

Youtube®, the population continues to enjoy freedom of speech and access to information through social media, with particular popularity of Facebook® and Twitter®. Unpublished surveys by media groups indicate that the majority of the users of social media sites are Pakistani youth with a healthy proportion of females.

As regulations continue to be motivated by political gains and aimed at projection of political power by elected governments in Pakistan, media remains a vessel for promotion of depraved intent and negatively influencing public opinions.

2.1.1. Drivers of Violence, Intolerance & Extremism In Pakistan

2.1.1.1. Analysis of Structural & Situational Causes

The root causes of violent extremism are dynamic, fluid and constantly changing (Sinai, 2007). The causes for extremism and violence in Pakistan can be classified into two categories: (i) structural; and (ii) situational. Analysis of the recent history of the region reflects that the **structural causes** relate to the **stress, trauma and violent legacy of 1947 partition, authoritarian rule, wars with India, dissociation of East Pakistan (now Bangladesh); poverty; illiteracy; while not disregarding the country's strategic location within the region - a tough and violent neighborhood**. The **situational causes** relate to the **neglect of the social sector by successive regimes, misgovernance, widespread corruption, State sponsored violent ideology of Jihad, sectarianism, topped-off by a bad economic situation**.

The following are some additional causes of promoting violent extremism and intolerance in the Pakistani context as identified through literature review:

i. Politico-Sociological

Religious influence and ideologies

The Corrupted 'religious' ideologies and supportive government policies play a central role in radicalizing young Muslims, recruiting and indoctrinating them into terrorist ideology, and eventually asking them to commit acts of violent extremism or acts of terror. The common theme among these movements is the notion that Pakistan is no longer an Islamic State and Muslims are living in *Jahiliya* (the age of ignorance which prevailed in the Arabian Peninsula before the revelation of Islam).

Political justifications

A set of beliefs believed to be the essence of radicalization and/ or violent extremism/ terrorism is related to political systems, where

transparency, accountability, equity, poverty, and social disintegration are used as key phrases to attract attention of vulnerable groups. Extremists use strategies aimed at blaming the government for being defeated by the enemy of Islam: the Christian West, Jewish Zionism, atheist communism, and capitalism. This is related to not implementing of Islamic law.

Socio-Economic causes

The religious extremists use the existing flaws of governance to their advantage to target vulnerable segments in Pakistan. These include the enormous discrepancy between the rich and the poor, the government control of the sources of wealth, the general economic decline, the high rate of unemployment, the cultural insulation and sense of being disenfranchised from communities, and a culture of feeling hopeless and ineffective. They achieve this by raising the profile of the political and humanitarian wings of their organizations (such as Jamattudawa, and the II). Backed by finances from Arab oil rich countries some extremists have offered free social services to the poor and needy at the grass root level, in effect becoming a quasi-state within a state, as an alternative to the poor and ineffective services provided by the government.

ii. Psychological

Personality traits

Psychoanalysts suggest that extremists are normal and mostly well-educated young men (Sageman, 2004). They are, however, rigidly devout in advocating *jihad* against non-Islamic believers. They get involved in acts of violence because it provides them with a sense of self-actualization, fulfilment, status, power and direction to their lives (thackrah, 2004); a way out of their routine life; a highly honored glorious name and camaraderie that is usually impossible to achieve for people of ordinary and unremarkable status (Schwind, 2005).

Thinking

The thinking of extremists, terrorists, and their leaders is considered as 'rigid', 'primitive', and 'unsophisticated' (Loza, 2007). Some of the literature suggests these individuals over-simplify complex issues to appeal to the immature mind. The choice is limited to right or wrong or dividing the world into good and evil; and the believers and the unbelievers.

Feelings/ emotions

Extremists have been described as filled with disappointment, frustration, fear, disgust, anger, and hatred toward all other faiths other than their own. In the case of political Islamists these negative feelings/ emotions are against the outside non-Muslim world, their own rulers and whoever disagrees with their views.

Beliefs

Violent extremists and terrorists hold a set of beliefs about martyrdom. They believe that: a) their acts are a religious and a cultural duty; b) that it is an honor to sacrifice their lives for God (Sageman, 2004) and that they would receive extraordinarily great rewards for their fight and sacrifices; c) martyrdom is the highest religious fervor and devotion in Islam (Schwind, 2005) and martyrs are promised an elevated position in God's eyes; d) the death of the martyr for God is the most honorable and happiest of deaths; e) the martyr immediately goes to the garden of Eden as soon as he is martyred where he will enjoy all what is available in heaven; in addition, for every martyr there dozens of eternal virgins in heaven.

2.1.1.2. Analysis of the Macro and Micro Environments

The analysis of the overall environment in which various individuals operate (macro-environment) identifies redundancies in national policy, strategy and practice; prevalence of general sense of political volatility; insecurity and failure of law enforcement and dispensation of justice; prevalence and acceptance of violence, and violent practices; poor economy, scarce livelihood opportunities; lack of critical thinking and creativity amongst youth; antagonism of change by traditionalists; ageist societal mindset; Influence of Mullaism/ Islamic Radicalism; and history/ origins of a society subject to violence.

While analysis of the micro-environment affecting the individuals identifies factors such as depression; anxiety; stress; frustration; attrition of social ethics/ morals/ traditions; radicalization within the education institutions; extremist narratives; hate mongering/ religious gatherings; taboos, apprehensions, social limitations; community influencers; social media; and peer pressure.

2.1.1.3. Perplexity

During the course of engagement with various high ranking officials (undisclosed sources), the evaluators were informed that despite the knowledge of the whereabouts of the terrorist elements, the police and other civil law enforcement agencies are unable to control these elements as there is a strong political backing from elected representatives and other high ranking civil government officials in Punjab and Sindh.

In Sindh, this is evident from the political backing of terrorists in Lyari, Karachi by the PPP led government, despite their ideological differences to counter the effects of their counterpart forces supported by the MQM. While JI and ANP supported groups continue to strengthen their footing in the metropolitan supported by Mafia style organized crime, and extortion funding.

In Punjab, the association of the PML-N with the Lashkar e Jhangvi is an open secret, with a key member of the political party former Minister – Rana Sanaullah is well known for his high level influence within the terrorist outfit. Political processions and campaigns of the political party witnessed a large presence of armed LeJ militants and branding during the 2013 general elections. This was further evidenced during the 2013 Ashura violence, where the Punjab government out-rightly supported the escalation of Sectarian violence in Rawalpindi – which was an attempt to create a rift between two sects who had co-existed in harmony and peace for as long as history can remember.

2.2. Karachi in the Context of Violence, Extremism & Intolerance

Brendon and Whitley, in a document developed for GIZ, describe the context for development programming in Pakistan as follows:

Pakistan is made up of many different ethno-linguistic groupings, which are marked by constant migration and movement. These processes of migration bring diverse groups into contact and into competition with each other, and have resulted in grievance and competition of resources – not only between the centre and the periphery, but also between ethnicities occupying the same geography and competing for the same resources. In no place is this violence more marked than in Karachi, in Sindh Province (Budhani, Gazdar, Kaker, & Mallah, 2010). Karachi is a city of around 18 million people. Many of the migrants from India – known as *Muhajirs* – settled in Karachi, to the point where up to 50% were Urdu-speaking migrants. During the 1990s, Karachi formed the arena for some of the most violent conflicts in Pakistan between the armed wings of MQM against the centre and army-supported groups, and against Sindhi groups. Increasingly however, as Pashtuns migrate from the disorder and violence on the border to Karachi, an interface and associated tensions as well as violence have arisen. The tensions have increased because of the demographic and political imbalance. Through the Muttahida Quami Movement (MQM), the *Muhajirs* have dominated electoral politics in the city for many years. However, they are facing demographic decline – a product of their middle-class constituency who simply have smaller families. In 2008, the ANP (Awami National Party – a feudal Pashtun party from KP) won two national assembly seats, triggered MQM denunciations of Taliban infiltration into the Pashtun community. In the recent elections, as Pakistan People Party Parliamentarians (PPPP)

secured majority, there were indications that the terrible violence of the 1990s may recur (Whitty 2014).⁶

While the fighting with the Taliban in Pakistan's volatile border areas dominates international coverage, conflicts of different natures continue to rage in other parts of the country. In Karachi, there are certain areas that are infamous for violent clashes between gangs. Lyari – home to lawlessness, politically motivated violence and crime – is an infamous 'no-go area' in Karachi, the financial capital of Pakistan. It has a population of about one million people, but only limited presence of law enforcement agencies, so criminals often find refuge here. One very rarely hears of police operations in this area. A newspaper report (*Dawn*, 4 September 2013), highlighted the following eight most violent flashpoints in Karachi: Lyari/Kharadar, Golimar, Saeedabad, Banaras, Surjani, Sohrab Goth, Quaidabad, and Korangi. This kind of understanding of the context is helpful towards developing and evaluating development/ peacebuilding projects.

The following sections of this report present the key evaluation findings of USIP grant making in Pakistan, and individual grants in line with the evaluation criteria explained in Section 1 earlier. These sections will be followed by conclusion and a section on recommendations and way forward for USIP inferred from the evaluation findings.

⁶ Whitty, Brendan S. 2014. Context Analysis for Peace and Security. Islamabad: GIZ.

Section 3:

United States Institute of Peace (USIP) Grant-Making in Pakistan

3.1. Introduction

During the course of 2011-2013, the United States Institute of Peace (USIP) commissioned seven grants to support their programming goal in Pakistan: ***To help prevent, mitigate, and resolve conflict through a coordinated program of policy research, innovative projects, and capacity building activities that inform and enable local, national, and international policy makers and practitioners.***

These grants primarily focused three thematic areas: (i) mass media programs- Counter Narratives through Mass Media, and Promoting Community Dialogue through Mass Media; (ii) youth activism programs- Social Action through Youth Activism, and Youth Activism at public Universities; and (iii) behavior modification programs- Behavior Modification by promoting compassionate behavior in Schools (Cascade Training Model), Behavior Modification of civil law enforcement service providers (Cascade Training Model), and Behavior Modification of Service Providers and school children (Cascade Training Model).

The thematic focus of USIP grants were in line with the findings of the situational analysis under two of the three programming components: ***(i) Civil Society Capacity Building for Countering Extremism and Promoting Peace and Religious Tolerance; and (ii) Countering Extremist Voices through the Media.*** While the two programming components focused are very significant to the overall programming goal of USIP in Pakistan, the importance of Supporting Policy Research and Analysis on Religious Intolerance and Extremism (third programming component) cannot be ignored.

However, based upon the evaluation findings, it may be concluded that the capacity of the grass roots-level civil society organizations applying for USIP funding was not adequate to undertake policy research and analysis initiatives. Hence the evaluators would conclude that in order to undertake such initiatives, individual researchers, academics and other technical experts would be necessary; while civil society organizations may not have the required research capacity.

3.2. Relevance

The overall programming goal was focused on addressing the drivers of conflict: radicalization, extremism, intolerance, and violence. In the context of Pakistan being a nuclear armed state, and preventing its implosion being the larger interest of the United States, regional and global peace, these drivers were relevant. However, in reality, these are not the core drivers of conflict in Pakistan.

Widespread poverty and widening income inequalities between the rich and poor, faltering economy, institutional decay, tensions in civil military relations, erosion of institutional capacity of the state to maintain law and order, rise and mushroom growth of violent non-state actors,

systematic neglect of social development sector are the real drivers of conflict in Pakistan. Therefore, it may be concluded that the USIP programming design, goal and objectives were relevant to the symptoms of the conflict, but not relevant to address the root causes.

Following is a summative reflection of the grantees supported by USIP under the CEPRT portfolio, and their relevance to the overall USIP programming goal in Pakistan:

USIP GRANTS FUNDED UNDER THE CEPRT PORTFOLIO	THEMATIC FOCUS	USIP PROGRAMMING GOAL IN PAKISTAN
<p><i>Centre for Research and Security Studies (CRSS)</i></p> <p>The project complemented the USIP objectives by countering radicalization and religious extremism through mass media in Pakistan by providing counter narratives and engagement of communities vulnerable to the extremist ideology in the peri-border areas of Pakistan and Afghanistan.</p>	Counter Narratives through Mass Media	<p>To help prevent, mitigate, and resolve conflict through a coordinated program of policy research, innovative projects, and capacity building activities that inform and enable local, national, and international policy makers and practitioners.</p>
<p><i>Equal Access International (EAI)</i></p> <p>The project complemented the USIP objectives by countering radicalization and extremist voices through community-focused alternative to the propaganda currently dominating the airwaves through illegal FM broadcasts by militants in the Federally Administered Tribal Areas (FATA).</p>	Promoting Community Dialogue through Mass Media	
<p><i>College of Youth Advocacy And Development (CYAAD)</i></p> <p>The project complemented the USIP objectives by countering social taboos separating the various communities native to the province of Balochistan on the basis of ethnicity, religion, and language.</p>	Social Action through Youth Activism	
<p><i>Bargad Youth Development Organization</i></p> <p>The project complemented the USIP objectives by promoting non-violent resolution of disputes and strengthening implementation of relevant principles of national/ provincial youth policy to curb political and societal support to extremism and intolerance through media campaigns.</p>	Youth Activism at public Universities	
<p><i>Centre For Compassion (CFC)</i></p> <p>The project complemented the USIP objectives by countering the effects of violence, intolerance, radicalization and religious extremism. The project focuses this by enhancing the capacity of teachers and schools to inculcate compassionate behavior in students vulnerable to the psycho-social effects of living in a volatile, depressive</p>	Behavior Modification by promoting compassionate behavior in Schools (Cascade Training Model)	

USIP GRANTS FUNDED UNDER THE CEPVRT PORTFOLIO	THEMATIC FOCUS	USIP PROGRAMMING GOAL IN PAKISTAN
and crime-ridden environment in Karachi.		
<i>Cavish Development Foundation</i> The project complemented the USIP objectives by countering religious intolerance and violent extremism through promotion of interfaith harmony, peacebuilding and peaceful co-existence in the police training curriculum.	Behavior Modification of civil law enforcement service providers (Cascade Training Model)	
<i>Peace Education And Development (PEAD) Foundation</i> The project complemented the USIP objectives by addressing the root causes behind the “Culture of Violence” in Pakistan by promoting culture of respect, acceptance and pluralism with a focus on peace, non-violence and social cohesion indirectly reaching public sector school students through their teachers in line with principles of the Cascade Model.	Behavior Modification of Service Providers and school children (Cascade Training Model)	

USIP grants targeted youth, teachers, students, police officials, religious minorities specifically, with others groups in general. From a grant-making perspective and according to the supporting contextual analysis, the target groups focused through varied grants appear most relevant in terms of potential they offer to countering violence, extremism and peace building.

USIP implemented a two-pronged strategy to achieve the grant making objective in Pakistan, this included: ***(i) support for Pakistani civil society organizations to promote dialogue against religious extremism and advance public education on understanding Pakistan’s diversity across key religious, cultural, regional, gender and generational divides through interfaith/intersect dialogue; expanded and improved media coverage, including training of journalists and editors; and media content & production; and (ii) education reforms that included support for curriculum development, teacher training, and the integration of materials related to peace education and interfaith tolerance in formal educational settings.*** The strategy was used to inform the overall design of the grants under the CEPVRT portfolio. The interventions supported by USIP through grant making were aligned with the strategy and focused on promoting a positive change by focusing specific segments of the social fabric. In an environment ridden with extremism, radicalism, violence and intolerance, these strategies found to be relevant to the larger program goals, objectives and outcomes in Pakistan. Grant specific details may be reviewed for specific grants in subsequent sections of this report.

The theory of change for USIP grant making in Pakistan was based upon the assumption that increasing the capacity of the civil society in Pakistan to counter extremism, promoting peace and religious tolerance would bring about a sustained change for tolerance, peace, diversity and interfaith harmony in the conflict areas of Pakistan to reverse the effects of radicalization,

extremism, violence, and intolerance. This assumption would be complemented with programming aimed at promoting ownership, while investing in local projects to counter the extremist ideology. Although the assumptions and the theory of change hold merit and may be concluded as valid and relevant.

3.3. Effectiveness

This section reviews the effectiveness of the USIP grant program under specific parameters and phases:

Strategic Direction: The USIP Country Strategy that informed the CEPRT grant portfolio, was focused on enabling the civil society in Pakistan to address effects of violence, extremism, radicalism, and intolerance. USIP's focus to fund smaller and unknown organizations is positive and encouraging as it facilitated connecting to mission driven CSOs (Civil Society Organizations) that originally started as activist groups/ forums advocating tolerance and diversity e.g. Bargad. However, due to the limited focus and capacity of USIP to undertake structured organizational assessments to identify capacity gaps, and capacity building needs of the grantees which could have informed the programming risks for USIP specific to the CEPRT portfolio. This led to uncertainty around organizational survival and sustainability or projects/interventions during and/or beyond grant cycle. One such example is of CAVISH that got dissolved after project closure, thus leaving questions on sustainability of initiatives and return on investments in terms of partners continuing with the interventions even at scale-down level.

USIP supported grassroots level, ideologically formed civil society organizations under the CEPRT portfolio is appropriate to improve the indigenous capacity of Pakistan's civil society. However, as these organizations are generally personality driven and lack efficient operational systems, and program development capacity. Screening and capacity assessment systems may be useful in identifying gaps and informing the way forward for capacity development.

Commissioning, Application Process: USIP application submission details for the CEPRT component were well defined and generic frequently asked questions were provided on the website; the website is simple to use and navigation for grant seekers is simple. However, considering the weak capacity of the prospective applicants, non-availability of standardized guidelines within available proposal development toolkit on identification of issues (using the problem-solution tree analysis), logic model approach, performance management framework template, etc.; lack of specific reference links or guidance documents on developing concept notes/ proposals; and a lack of a conflict analysis document or reference material or links to sites that provide information on USIP areas of interest for Pakistan, may have contributed to weaker context analysis, coherence to USIP focus and priorities and results logic alignment. The review of the grants proposals augments the impression.

Project Design: The current USIP objectives focus more symptoms, as explained above, this was one of the factors that grantees also focused symptoms. The grantees were able to align project goals and objectives with the USIP objectives by using 'reverse engineering' logic to justify the project through subjective logic; the use of research/ evidence was not

appropriate in the contextual analysis of most organizations (as can be explored further in subsequent sections of this report), additionally, as projects were not designed using a logic model, designs were skewed at the level of project inputs. USIP grant evaluation systems at present are limited to project activity level.

Proposal Development: Proposals received independent reviews by third parties before finalization. USIP engaged in-house resources as well as independent technical reviewers to share feedback for improvement. This apparently was not fully capitalized for lack of technical capacities within partners to integrate feedback to significantly improve the proposals' quality. This again brings us back to USIP conscious choice to work with technically weak or localized groups/ organizations. This resulted in excessive back and forth between USIP and the grantees, which is evident from a prolonged period taken for each grant (between submission of concept note and final award of grant). The average period reported by the grantees was between 9-12 months, and resulted in issues of staff retention, sustainability of technical resources, etc. being faced by the grantees. The evaluators suggest that USIP evolve a 'mentoring' approach and seek assistance to ensure that potential partners have better grasp of varied project proposal elements are able to produce improved proposals in relatively shorter time. There is evident realization within USIP as to limited mentoring support extended to the grantees, attributed largely to small and already stretched team available in country and in Washington. USIP is considering expanding the team at IBO and/or outsourcing monitoring and evaluation, mentoring, and technical backstopping support to partners.

Organizational Capacity of Grantees: The choice to work with grassroots level organization comes with inherent capacity gaps within such organization to understand and capitalize on informing project design of research/ evidence, using evidence for advocacy, application of RBM, evolving and practicing efficient M&E and using monitoring results to inform decision making, enabling environment and operations system to ensure consistency and transparency. This has not happened because of limited organizational capacity of partners. USIP may either consider prioritizing Organizational Development within grantees by allocating a certain proportion of grants or seek technical assistance for capacity development around these issues.

Budgeting, cost planning and critical path: USIP systems provide grantees with flexibility in re-aligning projects and reworking of budgets during the course of the project implementation. Where such support and flexibility is essential to ensuring effective programming, it has a potential to 'backfire', this was evident from the grantees' over-accessing the flexibility options extended by USIP to rework budgets, critical paths, costing and planning of activities. This is a very positive aspect to have for a grant making entity, and has been effective also in addressing and remedying constraints faced by grantees such as Bargad with sustainability issues with the volunteer hub. Such flexibility should be exercised with caution and grant management systems should set some cap as to realignment and pre-approvals by USIP.

Project Management by Grantees: USIP has a flexible and supportive approach to facilitate effective grant management by grantees and therefore, does not specify any stringent requirements to use project management tools and software. However, in view of the intent of USIP to enhance the capacity of grantees, encouragement in using project

management tools such as Performance Management Frameworks, Critical Path Analysis, Gantt Charts, Network Charts, Cost Management, etc. could be useful. This would need mentoring and supportive supervision from USIP through in-house resources or by outsourcing.

Capacity Building: USIP grant making did not support formal organizational or human resource capacity building in the form of technical trainings, field exchange visits, or provision of technical assistance to support key areas and critical points in project implementation such as content/ manuals/ material development. The assumption that partners would have improved capacities by just being part of the grant application process or project delivery under the USIP portfolio, did not turn out to be a valid one. Therefore, in future, USIP should focus on encouraging structured capacity assessments, capacity development and apportion resources in each grant for capacity development. Additionally, encouragement of greater coordination and knowledge sharing between grantees to leverage cross organization exchange and adoption of learning and good practices could prove useful.

Communication, Networking, Coordination: The USIP in country presence has contributed to trust building and frequent communication and coordination. The efforts to this respect by the Country Representative, Ms. Nadia Naviwala, have been acknowledged by the partners. This must also be a listed priority for the incoming representative. However, the program design need to focus more on cross organizations/ grantees coordination, networking and communication to encourage knowledge and learning exchange.

Monitoring and Evaluation: USIP provided templates and guidelines to develop and submit periodic monitoring reports which were useful in standardization in documenting project progress. However, the HR capacity in-country of USIP was insufficient to undertake adequate field monitoring necessary to provide support to the grantees. USIP either through in-house or through outsourcing should address the gaps in the M&E systems at the implementation arms; lack of focal points for M&E within projects; lack of baseline and end line data; weak project information management systems; and a lack of standardization across activities.

3.4. Learning & Impact

The focus of CEPVRT on behavior change, which takes time and USIP is advised to consider longer grants (from 24-36 months), as under two years duration is relatively short to design, implement and measure results. However, the grant making strategy should be tailored to meet the programming needs of various concepts, for example, longer for behavior change projects, and shorter for those that require evidence generation etc.

CEPVRT projects funded by USIP had the potential to generate a lot of information that could have been translated into useful learning. This was evident during the course of the evaluation, as most of the partners reported a lot of undocumented lessons learnt during the course of implementation of the projects. However, not much is available in terms of learning due to lack of documentation. USIP could consider support a learning exercise to scientifically document case studies or success stories.

The focus in most cases looked on addressing symptoms like school sessions rather fixing teachers training and curricula gaps, training youth activist rather changing university/college curricula/training, and similarly for other projects. Future grant making should consider deeper and richer program designs in terms of illuminating the root and primary causes and must include strategies to address causes rather than symptoms.

The future project designs, target beneficiaries and stakeholders for each of the focused root causes should be identified by conducting a political economy analysis of the sectors which they relate to. This is particularly important as the projects implemented under CEPRT did not consider engaging religious clerics/ scholars/ leaders; the security forces/ military agencies/ political agents; the ministry of interior/ electronic media regulatory bodies/ the civil secretariat; amongst other, which could have proved useful in terms of continuity/ sustainability and long term impact.

USIP grants were able to have significant yet inconsistent impact on the beneficiaries during and beyond the course of implementation, as has been described under each individual grant chapter in this report. The lesson learnt from the grant making experience of CEPRT is that, USIP should focus on strategically important, evidence driven grants that produce credible learning on innovative ideas; influence policy and practice level change; or lay the foundations for further grant making opportunities. Some key questions to be asked should be: **(i) “is it fast enough” that is does the grant lead to impact that makes a difference in real time; (ii) “is it big enough” – that is, does the grant address the scale of the issue or not; and (iii) “is it going to endure”, is effectiveness going to be fleeting or will it have lasting effect.**

The key learning from the CEPRT portfolio, in terms of identifying civil society organizations is that to be eligible for support, applicant organizations should undergo a structured screening, which would allow USIP to ascertain whether an organization has the minimum required level of capacity – infrastructure, human resource, financial management, monitoring and evaluation, research and knowledge management, etc. This screening will enable USIP to develop a capacity development plan of the grassroots level organization, thereby ensuring that significant enhancement of indigenous capacity is available within the civil society of Pakistan to challenge the extremism, violence, radicalization and intolerance.

USIP knowledge base is currently inaccessible by the larger civil society in Pakistan, and as such this limits the capacity of smaller organizations and activist groups to understand and promote the agenda of peace, tolerance, and interfaith harmony. The lessons learnt through USIP programming in Pakistan should be documented and shared with a wider audience on a yearly basis through a national conference to promote the peace building agenda, ensure access to credible evidence of civil society in Pakistan, and to engage a wider network of experts and sector specialists for concerted efforts to counter the drivers of conflict.

In order to strengthen the indigenous capacity of the civil society in Pakistan regarding peace building, interfaith harmony, tolerance, diversity, youth activism, etc. USIP could consider introducing structured short training courses/ capacity building workshops in consultation and collaboration with the academia and technical experts.

USIP may need to consider helping partners to understand proposal and project development, M&E, documentation, results based management, etc. This could be undertaken through in-

house resources or outsourcing and would entail ‘hand holding’ and ‘mentoring’ of smaller organizations.

3.5. Sustainability & Scalability

USIP grant making has the potential to bring about a positive change in the overall social fabric of society in Pakistan primarily due to two factors: the focus on informed change amongst the people; and the investment in improving the grassroots level civil society in Pakistan. These factors are directly linked to sustainable positive change. There is however, a need to extend the USIP programming scope to Southern Punjab, Northern Sindh, Gilgit-Baltistan and Southern Balochistan, where conflict, illiteracy, poverty, and oppression provide a happy hunting ground for the Islamist fanatics to promote and recruit Pakistani youth for their extremist agenda.

Some of the findings common across the CEPRT grants are summarized below:

- Grants focusing youth activism are continuing due to volunteerism, and continuing facilitation of the grantees. Potential of grants focusing cascade trainings would have been more successful through efforts to integrate trainings into the existing curriculum/courses. Sustainability of mass media interventions would continue to remain uncertain, unless incorporated into the regular public sector programming through regulatory body policy reforms.
- All grantees remain focused on continuing their efforts to undertake CEPRT related programming and continue to explore financial support options in this regard, except for CAVISH which has dissolved.
- Concepts have not been integrated into public or private sector programming, however, this was mainly due to the design limitation which did not focus on policy and practice shift.

Sustainability and scalability of individual USIP funded grants has been described in subsequent chapters.

Section 4:

‘Da Aman Awaz’ (Call for Peace) – Centre for Research & Security Studies (CRSS)

Grantee/ Organization	Center for Research & Security Studies (CRSS)		
Project Started	April 2012	Project Ended	September 2013
Geographical Coverage	Federally Administered Tribal Agencies (FATA) primarily, Khyber Pakhtunkhwa and Border Areas of Afghanistan		
Grant Amount	USD 140,096.00		

4.1. Introduction

The Centre for Research and Security Studies (CRSS) is a civil society organization established in 2007. The organization mission is to strive for a democratic Pakistan where all inhabitants are acknowledged as equal citizens without any racial, ideological, ethnic, or sectarian discrimination. CRSS is the brainchild of Imtiaz Gul, a renowned journalist and published author of books and articles on peace, security, radicalization, and extremism amongst others. The organization is based in Islamabad, with regional presence in KP and FATA.

The USIP funded project titled ‘Da Aman Awaaz’ (Call for Peace) was designed upon the research evidence generated by CRSS⁷ and provided a programming mix to counter the ‘Mullah Radio’. The radio campaign was also titled ‘***Da Aman Awaaz***’. The program used references from religion, real life, local stories, lessons from other societies and cultures to underline the brighter side of the religion. The project was aimed at promoting critical thinking among the youth and women with the help of an educated discourse based on the values of peace, social pluralism, tolerance, co-existence and social harmony.

The goal of this 17-month USIP funded project was ***‘to create a counter-narrative to religious extremist rhetoric through radio advocacy in order to promote tolerance, critical thinking and peaceful coexistence in the society’***.

The key objectives of the project were: ***(i) to counter the skewed extremist narrative propagated by radical militants and promote moderate views in the conflict-hit region by producing radio programs in Pashto; (ii) to use radio programs as a means to initiate and encourage informed discourse on religion, Pashtunwali, and the positives***

⁷ A CRSS-UNDP Study (June – August 2011), on the impact of the Mullah Radio on women, also found out how vulnerable women were to the Mullahs’ propaganda enveloped in religious rhetoric.

of living; (iii) to raise awareness among the youth and women about the benefits of a democratic and developed society.

4.2. Relevance

The project complemented the USIP objectives by countering radicalization and religious extremism through mass media in Pakistan. The project provided counter narratives and engagement of communities vulnerable to the extremist ideology in the peri-border areas of Pakistan and Afghanistan. Therefore, it can be concluded that the project goal is in line with the overall context in Pakistan as wider reach of extremist narrative needs a counter narrative for producing moderate views on a range of issues, especially to raise awareness on the needs of acceptance for diversity/ pluralism in Pakistan.

There is a direct causal linkage between goals and objectives of the grant and the drivers of intolerance, radicalism, and religious extremism. The objectives were aligned with the overall goal of the project and are directed towards countering the drivers (propagation of extremist narratives through mass media) of vulnerable conflict affected populations, particularly youth and women towards extremism and radicalization.

The conflict analysis provided by CRSS to justify the project was well written, evidence based and relevant to the context of countering religious extremism, and radicalization. The rationale presented was based upon a research study conducted by CRSS with the support of UNDP which studied the effects of Mullah Radio in Swat. FM radio was used by Maulana Fazlullah, who later earned the sobriquet of ‘Mullah Radio’, for promoting his extremist pseudo-Islamist ideology to garner the support of the people of Swat, particularly youth and women. Furthermore, the need to focus on the wider spectrum of violence and intolerance was addressed through the ‘Da Aman Awaaz’ radio programs, not only in Swat, but also to a wider audience covering the peri-border areas of Pakistan and Afghanistan using the coverage area of Radio Pakistan. This was very relevant to the context, as it extended the programming to those listeners who reside in these areas which have been subject to radicalism and militancy, and resultant military operations. Therefore, it may be concluded that CRSS provided an accurate conflict analysis and justification for the project.

The project was designed to use the info-tainment concept, which was a tried and tested approach for CRSS, and incorporated interviews with local celebrities, influential figures, academics and moderate religious figures designed to promote debate on contemporary local, regional, and global issues. The key activities included: (i) Production/ airing of recorded programs; (ii) Collection and broadcasting of case studies/ stories related to the impact of conflict and extremism in the region for larger dissemination; and (iii) discussions with intellectuals, experts and other stakeholders to create a counter narrative besides promoting peace, multiculturalism and harmony in the society. These activities were aligned with the overall project objectives and goals and clearly defined in project logic.

Contents were developed in the light of field reports in monthly editorial meetings and there were no restrictions on the producers for producing certain type of contents. However, CRSS team members by not broadcasting contents that have a tendency of triggering conflict practiced conflict sensitivity; for example, the issue of Taliban in Swat was avoided. Whereas, some activity plans had to be revised due to security concerns.

The theory of change implied in the project used radio programs with moderate contents, confronting the target audience with an informed and critical debate on respect for cultural diversity, non-violent conflict resolution and peaceful co-existence, prompting them into critical thinking about issues surrounding their lives. One major assumption of this project was that people in KP and FATA still listen to radio alone instead of watching TV; which was substantiated by CRSS in their narrative and from the pre-project survey results.

4.3. Effectiveness

The target population groups for the project include youth and women particularly, and the community exposed to radicalism and religious extremism. The target beneficiary groups of the project are relevant; and the rationale presented by CRSS and the argument that women are generally confined to their homes and access radio programming more as compared for infotainment in KP and FATA due to the perceptions and taboos of ‘non-Islamic’ and ‘haram’ branding of television, cable and satellite channels by the Islamists, may be concluded as being valid. Furthermore, as the radio programming was aired through the terrestrial network of Radio Pakistan, which has the widest coverage area in Pakistan extending well into the peri-border areas of Afghanistan, CRSS used the most effective service for airing the programs.

The geographical coverage of the project is appropriate for achieving the overall project outcomes, as the estimated coverage as per Radio Pakistan records (2013) is approximately 10 Million people in KP and FATA agencies; this does not include the estimated coverage of the waves in Afghanistan.

The project was able to achieve nearly all its specified targets, except for field case studies which were around 80% of the target, as these were dependent upon credible and interesting stories originating from the field. The participation of key personnel in the programs was almost 30% higher than the specified target. This was due to the increased interest of the participants in the programming and public response.

CRSS is an established research entity established by Imtiaz Gul, a renowned journalist and published author. The organization has extensive experience in conducting similar projects and one of the major factors for the successful implementation of the USIP project was that CRSS did not venture out of their comfort zone for this project. The activities were in line with the overall expertise of the field teams, the scope of the project was manageable, while the coordination and networking requirements were within the capacity. However, it should be noted that although the project implementation may be deemed successful, the project effectiveness could not be adequately assessed due to a lack of data supporting baseline and endline comparison. The pre-post report is generic, and does not reflect statistically significant figures.

USIP support was generally limited to coordination between the project team and the USIP country representative in Islamabad. The evaluators were informed by CRSS that monitoring, evaluation and technical support in terms of management information systems was not provided by USIP which would contributed significantly towards improving the quality of the project. Examples of technical support that could have been useful is: training of field reporters of CRSS on “conflict reporting” and “conflict sensitivity”.

4.4. Learning & Impact

The evaluators focused on the contents vis-à-vis the context analysis. Da Aman Awaaz programs focused a wide range of issues, such as cultural, gender and youth specific, accountability/system-related, etc. by giving value to the people's voices through field reports. Irrespective of the significance of the issues covered, it is felt that the following important themes were missed out:

- i. Focus on cycle of violence: This was important to directly hit the nail on its head. Here a moderate approach could have been adopted by starting off by looking at the history of Pashtun culture in reference to nonviolence e.g. Bacha Khan's life history could have been highlighted.
- ii. Minority rights: Religious minorities have been victimized time and again in situations of lawlessness, for example, Sikhs were made to pay extra tax in Swat by Mullah Fazlullah. Across the country there have been attacks on religious minorities and those attacks have sadly increased since the 9/11 attacks in the US.
- iii. Sectarian violence: This is an ongoing problem and could have been given due consideration in programs of Da Aman Awaaz (Call for Peace).

As many of the issues that relate to peace in Pakistan are social and political in nature, CRSS could have involved a group of academics for advice on a periodic basis, this would have helped in strengthening the contents and making the programming more sensitive to the evolving context. As so much effort was put into inviting scholars for live program of Da Aman Awaaz, video recordings could have also been done for dissemination to relevant universities and institutions within Pakistan as a value addition.

The evaluators contacted the listeners of the 'Da Aman Awaaz'. It was found that majority of them were ones who regularly called in radio programs irrespective of the participants or topics of discussion. It is encouraging that 2814 calls and more than 2600 SMS were received. Yet, in order to assess the impact of the program, it is not advisable to use number of callers or texts as an indicator since listeners of such programs are the people who already are in favor of the ideology of change – counter radicalization. Qualitative indicators are more apt to quantify the impact.

The effects amongst youth at colleges and universities was not part of the assessment criteria, strategies that focus establishment and following the members of Listener Clubs in colleges, universities have been used.

The evaluators reviewed the methodology and strategy behind the counter radicalization project. Developing contents along with successful implementation of the media campaigns, particularly with relevant guest speakers is essential, however the importance of determining the target listeners of the programs is equally important to ascertain whether the listeners are exposed or affected by radicalization or extremist narratives. These questions would have improved the effectiveness and the overall impact of the CRSS project, if they were answered before developing and airing the radio shows.

4.5. Sustainability & Scalability

USIP support was however, pivotal in ensuring continuity of the project for an additional 9 months with funding from Ploughshare, San Francisco of USD 60,000. The organization was introduced and facilitated in this regard by the USIP Washington DC office.

The evaluators conclude that CRSS is capable of implementing and continuing such programs in future also, however, due to the nature of the programming, and financial dependency, it is highly unlikely that 'Da Aman Awaaz' or similar programs will be sustainable with internal resources.

No evidence is found with regard to systematic planning from either CRSS or USIP that aimed at the sustainability of the supported project. Translation of the successes of this project into policy and practice change could have been used to solicit the support of the public sector to incorporate the programming concept into regular Radio Pakistan programming.

PLEASE ALSO SEE ANNEX – 4 ATTACHED FOR GRANT SPECIFIC KEY FINDINGS AND SUGGESTIONS MATRIX

Section 5:

‘Kadam Pa Kadam’ (Step By Step) – *Equal Access International (EAI)*

Grantee/ Organization	Equal Access International (Pakistan)		
Project Started	February 2012	Project Ended	December 2012
Geographical Coverage	Khyber Pakhtunkhwa and Federally Administered Tribal Areas (FATA)		
Grant Amount	USD 99,532.00		

5.1. Introduction

Equal Access International (EAI) was founded in 2000 to empower underserved communities across the developing world with life-changing information and education. Headquartered in San Francisco and with country programs in Afghanistan, Cambodia, Nepal, Yemen, Niger, Chad and Pakistan, EAI is a communications for social change organization that combines the power of media with grassroots community mobilization.

Equal Access has developed innovative communication strategies integrating radio programming with collaborative inputs from stakeholders working in the Federally Administrated Tribal Areas (FATA) of Pakistan. This work includes building media infrastructure and content to communicate messages on a variety of subjects important to local citizens via a daily radio program named Kadam Pa Kadam, or “Step by Step”. This program, launched in 2009, emphasizes messages about the positive impact of development and dialogue, serving as a truly community-based radio program.

The Kadam pa Kadam programming includes: (i) Namar Pa Chinrono – A serial drama on women’s education with first-hand testimony and personal stories of people from FATA and Khyber Pakhtunkhwa (KP); (ii) Zama Kalay Zama Koor – A panel discussion focusing on youth; (iii) Ledal Kathal – A feature on culture; (iv) A Kayabay Safar – A panel discussion with doctors focusing on health issues in FATA and KP; (v) Amail – An audience response segment; and (vi) News You Can Use – Practical information to help citizens access important public services and promote security & livelihood improvement. Notifications of employment opportunities; crop price updates; scholarship opportunities; and weather & security updates. Advice on accessing public health services and guidance to Internally Displaced Persons (IDPs) on how to obtain public assistance and donor services.

EAI solicited USIP support to sustain the Kadam pa Kadam program for a period of 8 months.

The goal of the 10-month USIP funded project was: ***‘to empower women who are marginalized from the political process, and to foster dialogue among youth who are at-risk of being absorbed into the ongoing insurgency and conflict.’***

The key objectives of the project were: *(i) to provide a trusted forum for dialogue about widely felt frustrations and alternative methods for addressing those grievances; (ii) to provide a trusted forum for dialogue and alternative methods for addressing grievances; (iii) to contribute to building a more inclusive and less violent society in Pashto-speaking communities in Northwest Pakistan; (iv) to strengthen civil society partners for nonviolent conflict resolution in coordinating Listening Groups; (v) to empower women and youth to facilitate positive change by elevating their voices in public dialogue; and (vi) to help legitimize and popularize nonviolent approaches to conflict and reduce violence.*

5.2. Relevance

The project complemented the USIP objectives by countering radicalization and extremist voices through community-focused alternative to the propaganda currently dominating the airwaves through illegal FM broadcasts by militants in the Federally Administered Tribal Areas (FATA). Therefore, it can be concluded that the project goal is in line with the overall context in Pakistan as extremist propaganda needs a counter narrative for producing moderate views on a range of issues, especially to raise awareness on the needs of acceptance for diversity/ pluralism, and promotion of dialogue for non-violent conflict resolution in the tribal areas.

There is a direct causal linkage between goals and objectives of the grant and the drivers of intolerance, radicalism, and religious extremism. The objectives were aligned with the overall goal of the project and are directed towards countering the drivers (propagation of extremist narratives promoting gender inequity, chauvinism, marginalization of women, radicalism, and violence through mass media) of vulnerable conflict affected populations, particularly youth and women towards extremism and radicalization.

The conflict analysis presented by EAI for justification of the project design was accurate, and relevant to the drivers of conflict because there is a need to promote a counter/ peaceful narrative to what extremist elements are spreading in KPK and FATA, for example through easily affordable illegal radio channels of their own. As was investigated in the case of Swat, extremism reached homes of many through acceptance for that ideology by the vulnerable groups – women and youth. As radio is being used as a tool for propagation of the extremist agenda, it is not being labelled as ‘non-Islamic’ or ‘haraam’ by the pseudo-Islamists, while extremists strongly oppose the watching television as according to them it promotes non-Islamic and Western values. Furthermore, with power outages, and lack of electricity in some areas, an increasing number of people are listening to radio for information, and entertainment. Based upon the appraisal of resources and back ground material/literature referenced to substantiate the arguments in analysis, it may be concluded that the material used was current and credible, however, the use of standardized referencing systems would have further strengthened the write-up. Additionally, it may be concluded that the target beneficiaries of the project in relation to the context, women and youth, are relevant.

The activities and implementation strategies of the ‘Kadam pa Kadam’ project are relevant to the overall socio-cultural context as EAI adopted time-honored traditions of storytelling through drama, music and poetry. ‘Kadam Pa Kadam’ utilized respected local voices to communicate to tribal populations by blending ‘news you can use’ to produce a culturally sensitive program that strived to embrace the unique elements of Pashto culture, customs, and history, providing a

credible and trusted local flavor to the message content. The key activities of the project included radio programs, establishing an active network of community reporters, and establishment of Listening Groups at the community level. It should be noted here that this project design was an adaptation of similar work by EAI in Afghanistan.

The theory of change of the project is explained within the project documents, and focuses generating community based information or identifying issues that concern the communities and local populations, while these are translated into developing counter narratives using a mix of information, current affairs, and entertainment programming. Although the theory of change is specific and relevant, the duration of the project was short compared to the scope of the behavior change design of the project. The theory of change reflected in the project documents, revolves around behavior change or modification or positive deviance; all of these concepts require long-term, persistent and consistent programming, preferably with a relatively focused audience. These concepts when employed for conflict affected populations, require further persistence and an even longer duration. The reason for this is that in such contexts, the drivers of conflicts are influenced by a broad range of factors, e.g. factors intrinsic to a community-social-cultural influences, traditions, trends, preferences, etc.; and factors extrinsic to a community-geo-political, economic, etc. Resultantly, the relevance of the project cannot be related to the impact of the project on knowledge, attitudes and practices of the target beneficiaries.

5.3. Effectiveness

The evaluators were not able to quantify the reach of the project, as supporting indicators were not part of the project framework, however, from information collected through the key informant interviews regarding the coverage of Radio Pakistan in the target areas it was deduced that the project was successful in reaching out to its intended beneficiaries – in general the Pashtu speaking population of FATA and KPK, which includes women and youth. However, this information is based upon media estimation surveys of listenership and coverage.

Review of project performance reveals that the project was able to achieve the planned targets, while activity record reveals that project activities were implemented with an equal gender distribution (community reporters). Through the project, 48 Pashto radio episodes (30 minutes each) were produced and broadcast on PBC's AM channel at 540 MHz and on FM 101 for a potential listening audience of 30 million; 20 women were trained for community reporting and given opportunity to contribute in content development; an Active Network of 69 Community Reporters was established; while 360 participants were kept involved through 20 Listening Groups on a monthly basis.

The evaluators were unable to ascertain the engagement of housewives, whom according to the contextual analysis presented by the grantee used radio programming as their primary source of entertainment. This could have been done by establishing listener groups that specifically included housewives and adolescent girls.

The menace of terrorism that originally emanated from the country's north has engulfed all the FATA agencies, as described in various print and electronic media reporting; social media; government of Pakistan public information accounts. Therefore, extremist narrative has to be countered from where it originates. The project engaged the communities, community

reporters, journalists, media personalities, broadcasting executives, civil society/ NGO representatives, and officials from the FATA secretariat. Therefore, it may be concluded that the project team was able to engage a wide spectrum of relevant stakeholders.

The geographical coverage of the project ensured adequate coverage of conflict affected areas in FATA and KP as deduced from the project reports and available data.

The evaluators were unable to quantify change in perceptions, practices and knowledge to comment on the achievement of objectives due to the absence of credible baseline and end line data generated through assessments and evaluations. However, the following may be considered as the success factors of the project that could lead to the achievement of objectives and have the desired impact:

- The availability of trained field reporters is a huge success of this project because they reached out to masses in conflict-ridden areas
- The entertaining nature of *Kadam Pa Kadam* program that attracted people towards this particular radio program. In a depressing violent environment people often prefer entertainment, especially the one that bring some information also. Such entertaining shows have a large viewership (with reference to popular TV shows like *Hum Sab Omeed Se Hain* of Geo TV).
- In *Kadam Pa Kadam* the central character was Zabardast Khan who thought of the welfare of his area. *Kadam Pa Kadam* was known through the character of Zabardast Khan and this is very important that people remember characters of the programs as this leaves an imprint on the memories of the listeners.
- It was through the medium of entertainment/ drama that *Kadam Pa Kadam* program managed to even discuss sensitive issues. Direct and open discussion on sensitive topics, such as women rights, could have created opposition against the program.
- EAI practiced conflict sensitivity in project design also.
- Most significantly, the creation of Listener Clubs in six locations out of which some are continuing as ascertained through interviews with the club members. The Palangaar Listener Club has 13 members, STEP Towards Empower in Swabi is taking care of the Listener Club. STEP is an NGO based in Mardan, KP EAI had involved three NGOs for the sustainability of some Listener Clubs. These Listener Clubs played a very central role in spreading the outreach of this project because a range of important issues was discussed locally in those Listener Clubs. Most importantly, these clubs discussed the issues of child labor, health and hygiene, consequences of murders, etc. The management of the Palangaar listeners club by STEP could be studied further to draw lessons learned for replication of the same approach for other clubs.
- EAI trained community reporters on conflict sensitivity due to which reporting of contentious issues, especially political issues, was mitigated at the grassroots level, as was communicated by the reporters during interviews. This is an important success factor of the project.

According to the project team, USIP support was limited to coordination with the country office and communication with the Washington team through emails. The project team communicated that capacity building support from USIP could have benefitted the local project team. Exposure visits of community reporters to other conflict affected programming areas in Pakistan would have provided them with a perspective that would be useful to compare the variance in conflict affected areas of FATA/KP and others for example in Punjab or Balochistan.

The most interesting innovation of the project was to derive content based upon issues identified through community reporting. Project record and information collected through interviews substantiates this statement as the listeners appreciated the content and could relate to the issues presented in the programming. However, the evaluators were unable to identify issues focusing costs of violence, benefits of non-violence etc. Feedback loops were effectively used during the process of content development and review by the project team during monthly editorial meetings.

5.4. Learning & Impact

The project due to the expanded scope could not completely focus women as influencers within families – these are usually the mothers. There should have been mothers listener clubs created for learning how they value radio programs and information on issues such as non-violence, women as peace builders etc. This is feasible in KP and FATA as the women in these areas are a closely knit segment within each village, and household (generally all family members – uncles, cousins, nephews, etc. live in family owned compounds). European Commission (in Balochistan), and Global Fund (KP, FATA, Balochistan) has had similar experiences, not with listener clubs, but with women groups for sensitization regarding TB and Malaria. Therefore, lessons may be drawn. The evaluators were required to explore the perception and role of women in promoting dialogue. It is hereby concluded that the project was not able to either ascertain whether women discuss the content and spread skills and knowledge to their families and friends or whether women foster dialogue amongst youth who are at-risk of being absorbed into the ongoing insurgency and conflict. This was due to two reasons – one, non-availability of supporting indicators or data, and two, equal focus on males and females through listener clubs and training/ availability of reports. The project could have explored these aspects through an exclusive focus on mothers, who are most vulnerable to violence, either directly or indirectly by losing their loved ones (sons, husbands).

Project design is appropriate for countering radicalization, extremist narratives, and chauvinism within the tribal society, however, the duration of implementation, consistency of content, and narrowing of the scope may be required for similar projects in future to ensure adequate behavior change. Project design would benefit more by adding an element of generating evidence to influence policy and practice change within the public or private sector service delivery system, as this would ensure that the project benefits may be extended beyond the capacity of the project and also sustained.

Projects focusing behavior modification are generally supported by KAP surveys to quantify change. There was no baseline or end line available for the project that could help assess its impact on the knowledge, attitudes, practices and behaviors of beneficiaries. Feedback notes and number of SMS messages is not the preferred approach to assess impact as it is very subjective and is not scientifically significant. Therefore, quantification of information and assessment of magnitude of the impact could not be done.

From the issues that were mostly discussed in listener clubs and came up in *Kadam Pa Kadam*, one can say that there was little focus on CVE. The association of general public interest topics, such as health, education, etc. with CVE was not very evident. Even through discussion on health issues, a connection could have been developed with CVE, for example, with reference to polio vaccination in Pakistan and the violent antagonism from radical Islamist groups. Although the radio programming approach is relevant to “behavior change” per se, however, for the USIP project it is mostly in relation to a range of issues that are found to be less relevant to CVE.

5.5. Sustainability & Scalability

EAI brought on board three NGOs to ensure the sustainability of Listener Clubs that were created through USIP funded project. Although not all community reporters are activity and continuing their roles, there is a significant majority, particularly in those areas which have listeners clubs being sustained by various sources after the completion of the USIP grant.

EAI has the capacity to continue and scale up the program, as they have been implementing it since 2009 with support of various donors. However, continuity and scalability should only be considered with focusing of the scope of the program, and incorporating stronger information management systems.

The radio programming component of *Kadam pa Kadam* is financial resource dependent and may not be sustainable and scalable without funding. However, the supporting components of community reporters and listener clubs have the potential to be sustainable without financial support. However, the evaluators were unable to ascertain any intent by EAI to promote sustainability through evidence based policy and practice shift within the public service delivery system to incorporate *Kadam pa Kadam* programming in the routine broadcasting of Pakistan Broadcasting Corporation.

PLEASE ALSO SEE ANNEX – 4 ATTACHED FOR GRANT SPECIFIC KEY FINDINGS AND SUGGESTIONS MATRIX

Section 6:

Youth Action for Peace – *College for Youth Activism And Development (CYAAD)*

Grantee/ Organization	College of Youth Activism And Development (CYAAD)		
Project Started	February 2012	Project Ended	May 2013
Geographical Coverage	Quetta and Loralai, Balochistan		
Grant Amount	USD 119,997.00		

6.1. Introduction

The College of Youth Activism And Development (CYAAD) is a civil society organization established in 2008. The word ‘CYAAD’ in Balochi language means ‘Relative’ and ‘A close relation’. Based in Balochistan, the organization works to empower Pakistani youth by providing them with opportunities of education, technical training and broad scale engagement dedicated to make a contribution. CYAAD has been engaged with other youth centric poverty alleviation and activism programs in Balochistan.

The project titled ‘Youth Action for Peace’ (YAP) was developed in the context of the violent extremism and terrorism plagued Balochistan province. The project engaged youth through a series of self-reflections including an analysis of identity, its link with the surroundings and how it can positively link with a social action. The project was implemented in Loralai and Quetta. The project was successful in benefited 2700 youth directly – which included, 138 youth leaders, 525 peers and 2037 global citizens, and more than 20901 indirect beneficiaries.

The highlight of the project was the establishment of youth groups in conflict affected, divided communities in Balochistan; and to bring these groups together to interact and overcome social taboos and barriers.

The goal of the 16-month USIP project was: ***to improve young people’s understanding of, and ability to address, the causes and consequences of conflict in their own communities and beyond.***

The key objectives of the project were: ***(i) Enhance youths' role in conflict prevention through improving their understanding of issues such as identity formation, social diversity, conflict analysis, and project management; (ii) Increase empathy and understanding among youth by facilitating dialogue and sharing; and (iii) Reinforce young people’s role and responsibility within their communities by assisting them in launching meaningful action-oriented community-based projects.***

6.2. Relevance

The project complemented the USIP objectives by countering social taboos separating the various communities native to the province of Balochistan on the basis of ethnicity, religion, and language. The strategy used to overcome these barriers revolved around organization of youth groups and promoting youth activism. Therefore, it can be concluded that the project goal is in line with the overall context as decades of radicalization, extremism, violence and hate-mongering by various elements had created divides between the various communities.

There is a direct causal linkage between goals and objectives of the grant and the drivers of intolerance, radicalism, and religious extremism. The objectives were aligned with the overall goal of the project and are directed towards countering the drivers of violence, intolerance and extremism. The present generation of youth has grown up within this divided society, without experiencing the origins or causes of this segregation. The engagement of youth and interaction between youth groups is essential to mitigate social taboos and overcome the barriers to bring the communities together, and re-kindle the spirit of peace and harmony through appreciation of diversity and tolerance.

The project design was based upon a relevant context and conflict analysis which revolves around the precedence that the youth in Balochistan is deeply cynical about its own future. By positively engaging it in local community actions CYAAD tried to channelize youth energy in a positive direction. By sponsoring campaigns such as sports for peace, rose for smile, discussion forum for peace, CYAAD was able to mitigate youth's sense of alienation and despair. Furthermore, the project draws upon the identity theory of conflict which essentially says that threatened identity is the basic cause of conflict, CYAAD designed the project whereby the youth was asked to analyze its own identity, reflect on how this identity was changing or otherwise and then embed this discussion in how this process of evolution had generated conflict around them and suggest way to get out of the morass of conflict.

The theory of change of the project was defined and involved a series of sequential relevant steps. It began with the selection and recruitment of youth in the core training program focused on self-perceptions about youth's own identity; youth's views about others including the political and social issues; and the kind of attitudes formed as a result. This was followed by various dialogues on the issues and problems confronting youth. Dialogical reasoning amongst youth was essential to the theory of change as it encouraged the youth to promote a process of consultation and team work to develop social action projects to be implemented by the youth group. Through this process of self-reflection, leading to social action, youth was encouraged to make a positive difference not only to their lives but also to contribute to the cause of peace-building. Thus by cultivating a sense of responsibility in the youth and by engaging them in community work the project engaged youth as an agential force for positive change.

6.3. Effectiveness

The evaluators, based upon the findings of the literature review, conclude that the project target group was appropriately selected as the youth has a significant role to play in the future of Balochistan and also of Pakistan. The project successfully reached its intended target of 2700 youth.

The project team engaged youth from the full spectrum of communities living the Balochistan, including Pashtun, Baloch, Hazara, Brahvi; and those that belonged to nontribal communities such as the Punjabis, Urdu-speaking, Christians, and Hindus. The stakeholders engaged in the project included representatives of civil society, human rights activists, media, community elders and religious leaders. Although the stakeholders engaged were appropriate to the context, engagement of military and security agencies; provincial chief secretary's office and the social welfare department could have further provided support to the effectiveness and promotion of the project.

The geographical coverage of the project was focused on Quetta and Loralai, both areas are amongst the hotspots for violent extremism, radicalization and intolerance in the province along with other districts such as Gwadar, Khuzdar, Noshki, Panjgoor, and Mastung.

The project was able to achieve the key objectives as deduced from the project reports and documents. The key factors associated with achieving project objectives were the overall program relevance and appropriateness to the context; youth centric programming focus; encouragement of informal interaction between youth from various communities; promotion of flexible social action projects conceived by the youth groups; and engagement of youth activists as project staff by CYAAD.

According to the project team, USIP support was limited to communication with the country representative, visits to the field were not possible considering the overall security situation of the implementation districts. Furthermore, the evaluators based upon interactions and assessment of project team members inferred the need to strengthen the technical capacity of the team in understanding peacebuilding, developing counter narratives, and social entrepreneurship in youth programming. Although the capacity of the team in mobilizing youth and carrying out field activities was satisfactory, there were gaps in the use of project management tools, monitoring and evaluation, and research could have been improved through technical support of USIP or by engagement of outsourced technical experts to work with the CYAAD team.

The content development was undertaken by CYAAD using in-house resources; the content focused enhanced their understanding on global issues, built empathy and positive behavioral change in youth, etc. which are all generally relevant to the context. The quality of research undertaken to develop the content in line with the specific requirements of youth was based upon subjective understanding, and an evidence based approach was not considered. The quality of the content could have been improved through greater reliance on secondary literature review, consultation with technical experts, and generating scientific evidence through application of qualitative approaches to inform communication methods, approaches, material and messages.

6.4. Learning & Impact

The project design focusing on voluntary participation by youth and promoting informal interaction and dialogue had a dramatic direct impact on the mindset of the youth and their altered perception of reality.

CYAAD during the course of implementation was able to engage other youth centric organizations in Quetta and Loralai to network and ensure concerted efforts for youth

YOUTH VOICES FROM THE FIELD

‘When my uncle found out about my youth group in-door sports event at my house, he locked me up in a room and started beating me till I passed out... .. I continued my efforts despite this resistance... .. now, after six months, my uncle’s daughter is getting married to our rival household in our village as the younger generations refuse to continue the rivalries and animosities nourished by the elders... .. Elders have come to accept the views of their children’

‘People called us crazy and questioned our motive behind our actions, when we gave a rose and asked for a smile in return... .. Some people came back to us after a few hours, and told us that they felt happy at receiving the rose in return for a smile.... Some encouraged us to continue the effort in this time of uncertainty and violence....’

‘I feel proud that I am part of putting young children in school in my community....’

‘The youth projects have given us respect and importance as social leaders within our families and neighborhoods.... Something which we could never imagine happening at our age....’

‘I am asked to arbitrate in domestic disputes.... Women confide in me and ask for guidance regarding their children’s health and education.’

‘I come from Turbat.... I could have never imagined being friends with a Pathan girl or a Punjabi girl.... some of my best friends at college are now Pathans and Punjabis.... I go home and tell my family that Pathans and Punjabis.’

‘Our group members want to register as a youth organization in Quetta.... We want to educate the Balochi youth in computer use in neighboring districts.’

‘We go to give blood to victims of violence and terrorism in our city.... We are Pathans, Balochis, Hazaras, Punjabis.... We are doing a noble thing.... It brings us closer as people.... It gives us comfort that we are doing good.’

mobilization and social action.

Based upon the discussions and interviews with youth groups and leaders in Quetta, it may be concluded that many of the youth groups established through the USIP project are continuing their efforts of social reconciliation and action in their communities. These groups are carrying out activities associated with domestic conflict resolution, organization of social gatherings,

facilitating admissions of children in schools, social mobilization through social media, arranging blood donations for victims of violence, amongst others.

Youth leaders also informed the evaluators that there is a core group of young males and females who meet regularly to discuss among themselves how to innovatively think and learn about problems and challenges of peace building in their local communities.

Youth group members were originally selected on a self-selection basis and intent to participate was the only criteria, however, over the course of the project implementation these participants evolved into youth leaders. Some of these leaders were successful in establishing 11-15 member youth groups within their communities. Additionally, some youth leaders were able to establish two or more groups based upon their interactions with other youth in their respective communities. Some of these leaders reported facing extremely stern and hostile antagonism from families; some were beaten up by family members; some were called 'crazy' when they started the social action campaign of 'a smile for a rose'; however, due to their persistence and perseverance, they have now managed to command respect of their communities and are even called in to resolve minor disputes between neighbors.

Upon asking one person why did she persevere despite family opposition, she replied with a statement that when she was young, her parents told her that she should not try to climb the wall as she will fall and break her leg, however, when she finally did climb the wall, she realized that she did not break her leg. Therefore, as a principle in her life, she had decided not to blindly follow taboos and social restrictions, unless she experiences for herself, she will not follow these. This and similar statements from other youth leaders compel the evaluators to conclude that the impact of the project has been well beyond the duration of the project and financial support. It has initiated a spark in the youth to investigate and explore the divides within their society.

As part of the learning process effort a fifteen member youth delegation was sent to SWAT to learn about the dynamics of conflict in that area. YAP Youth leaders also participated in four British Council National Exchange visits KPK-Punjab-Sindh and Balochistan. Through these national exchange visits an effort was made to inculcate a holistic sense of the problem of Youth militancy in Pakistan.

6.5. Sustainability & Scalability

The evaluators were unable to identify any specific measures for sustainability of the social action projects for youth groups, as the project did not include a component of youth entrepreneurship, community based savings groups, micro-financing through seed funding, or linkages with the corporate sector to support these actions through corporate social responsibility. The mass mobilization and awareness projects such as sports for peace and arts competitions could not be sustained beyond project duration due to their financial dependency.

CYAAD is at the forefront of promoting sustained youth action by the groups established under the project, as they have dedicated a section of their Quetta office for the youth groups to gather, interact, play table tennis, and discuss issues. Currently, expenses of tea and refreshments are being managed by CYAAD through organizational funds.



The project impact of the project and the capacity of the organization suggests that the project should be replicated to other conflict affected areas in the country, such as parts of Southern Punjab and Northern Sindh, where there is a similar divide between communities on the basis of language, religion and ethnicity.

Section 7:

Compassionate Schools Network – *Charter For Compassion (CFC)*

Grantee/ Organization	Charter For Compassion (CFC)		
Project Started	November 2012	Project Ended	October 2014
Geographical Coverage	Karachi, Sindh		
Grant Amount	USD 75,550.00		

7.1. Introduction

The Charter for Compassion is a cooperative effort, and the brainchild of Karen Armstrong, acclaimed scholar and bestselling author Karen Armstrong received the TED Prize⁸. The movement came into being in 2008, with a purpose to restore not only compassionate thinking but, more importantly, compassionate action to the center of religious, moral and political life. Compassion is the principled determination to put ourselves in the shoes of the other, and lies at the heart of all religious and ethical systems⁹.

The Compassionate School Network (CSN) is the first of its kind in the world; it is a locally developed project inspired by the Charter for Compassion¹⁰. The project went through modifications during the course of the implementation, these included increasing the scope of the project to cover youth; revision in proposed content (from the 12 steps); and revision of standard operating procedure guidelines proposed in the project proposal. These changes were made based upon periodic internal meetings of the team and approved by USIP through acceptance of the project reports.

The overall goal of this 24-month USIP funded project was ***to implement a school certification program to incorporate ten behaviorally based compassion skills as content and school policy.***

The key Strategic Objectives of the project are: (i) expand an existing introductory pilot program of 10 pilot schools to 100 private/governmental schools in the Karachi area through the implementation of a school certification program to incorporate ten behaviorally based skills known to foster compassionate action as content and school policy; (ii) initiate a dialogue with educators on the importance and benefit of compassion education and research findings as it relates to education, behavior, and

⁸ See more at: <http://charterforcompassion.org/about-charter#sthash.0PkLkWNf.dpuf>

⁹ See more at: <http://charterforcompassion.org/sign-share-charter#sthash.JlWz9urD.dpuf>

¹⁰ See more at: <http://compassionateschool.org/#sthash.x7s8j7Ef.dpuf>

peace building; (iii) initiate a dialogue with peace education organizations on the importance and benefit of compassion education and research findings as it relates to education, behavior, and peace building; (iv) introduce a supplementary curriculum of educational materials on compassion independently and in conjunction with partner organizations to translate research on compassion into concrete educational tools and programs; (v) initiate a teachers training program to introduce research on compassion education and the supplementary curriculum materials as it relates to academic performance, engagement of students, student behavior, classroom and school management, and teaching pedagogy; and (vi) share techniques, materials and findings with the larger global audience.

7.2. Relevance

The project complemented the USIP objectives by countering the effects of violence, intolerance, radicalization and religious extremism. The project focuses this by enhancing the capacity of teachers and schools to inculcate compassionate behavior in students vulnerable to the psycho-social effects of living in a volatile, depressive and crime-ridden environment in Karachi.

The twelve steps¹¹ Armstrong suggests begin with “Learn About Compassion,” and close with “Love Your Enemies.” In between, she takes up self-love, mindfulness, suffering, sympathetic joy, the limits of our knowledge of others, and “concern for everybody.” She shares concrete methods to help us cultivate and expand our capacity for compassion, and provides a reading list to encourage us to “hear one another’s narratives.” Armstrong teaches us that becoming a compassionate human being is a lifelong project and a journey filled with rewards.

Therefore, it can be concluded that the project goal is in line with the overall context in Pakistan as continued exposure of developing minds to a violence, crime and instability translates into a form of extremist narrative, which needs a counter narrative of peaceful, tolerant, and congenial co-existence for producing moderate views, especially amongst children.

There is a direct causal linkage between goals and objectives of the grant and the drivers of intolerance, radicalism, and religious extremism. The objectives were aligned with the overall goal of the project and are relevant to the drivers of conflict, however, this should have been supported by a referenced conflict analysis. In this case, it is more about a vicious cycle of violence because whoever initiates it the other person or group takes revenge and the process of violence continues. With respect to the presence of “violence” due to presence of extremist ideologies, the CFC project tries to address this issue through peace education in schools with an exclusive focus on compassion skills. Peace Education is defined as a process of acquiring values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself, with others, and with the natural environment. Therefore, it is very much at the inter-personal level, which is also the focus of CFC’s interventions.

The project was based upon the Charter of Compassion, which is the brainchild of Karen Armstrong, and the 12 steps for compassion promoted in this book. This project was designed without a research driven conflict analysis. For example, it would have been good to base this

¹¹ <http://charterforcompassion.org/12-steps-book#sthash.IW9oxVsu.dpuf>

project on for example a Karachi-level conflict analysis that could define the nature of this project. Karachi is a huge city and not everywhere in the city children are exposed to same level of violence in the city, for instance, children in the eight conflict affected violent hotspots mentioned in section/chapter X may need an in-depth curriculum on compassionate skills/ peace education because their realities are different. However, this logic seems to have been ignored in project design by not laying the foundations based upon a conflict analysis. Although the project strategy and approach is relevant, however, without linking this with the context of the conflict, this relevance remains subjective.

The strategy of focusing on middle schools children of grades between 6 and 8 seems to be logical, but considering the seriousness of the contents even higher schools children on youth of colleges could have been approached. The contents of ten compassionate steps would have been a little difficult to comprehend for middle schools students. Nonetheless, the activities of the project are very logical because CFC begins with a research that informs the development of contents/ training material for teachers and students. This is a good approach, considering the fact that Peace Education is a new discipline in Pakistan. Therefore, there is a need to learn from rest of the world, for instance in this case Karen Armstrong's approach to peace education through promotion of compassionate skills.

Following are some detailed comments on the contents/ ten compassionate steps that were selected for training of teachers:

Compassion

- This topic has been considered introductory for workshops for teachers, however, before moving to the topic, the following questions could have been answered for the participants: What is Peace Education? Why do we need Peace Education in Pakistan? What is the role of teachers in Peace Education? What is Peace Education's status globally and in Pakistan?
- A discussion on Peace Education and its linkages with Compassionate skills could have added more value to the contents. The contents of the training manual/ lessons do not adequately link with peace education despite the fact that compassionate skills/ steps of compassion developed by Karen Armstrong are essential to ensuring a peaceful society. More critical thinking is required in this required.
- On topics like compassion, it is important that trainers also develop a comprehensive understanding of the terminology. Oxford Dictionary defines compassion as: a strong feeling of sympathy for people who are suffering and a desire to help them. If we go by this definition then, the sequence of themes should be changed based on schools' contexts. For example, self-compassion could be brought forward for trainings in schools from marginalized/ violent areas.
- It is claimed in the contents that there is mounting evidence to show that practicing and teaching compassion can be integrated into school culture, curriculum, and activities, but these evidences are not provided in the material. It could have been much useful for trainers and for the participants to see a synthesis of those findings as part of the material.

- It is good that a couple of testimonials are presented in the form of web links, but then we are assuming that everyone has time and access to internet. Usually, it is a good idea to provide such information as part of training contents.

Integrity

- Overall, contents are fine, but it would have been good to ask the participants to think of describing the characteristics of their hero vis-à-vis integrity. In addition, a discussion could have been built on some relevant material, for instance:

<http://www.charismamag.com/life/men/18229-10-ways-to-be-a-man-of-integrity>

Humility

- Here a greater emphasis could be on humility as an important leadership skill. For stressing upon this topic, examples of famous leaders could have been shared. In the end, through discussion questions, links could have been identified between various religious/ cultural definitions/ teachings of humility.

Gratitude

- This is a very important theme in any depressive context like Pakistan. Our future generations should be taught more of it. The training contents are found to be very relevant and good.

Forgiveness

- This is a very sensitive topic, depending on the audience. For example, if taught in schools where teachers of children have lost their loved ones due to political violence or terrorism, then a greater sensitivity has to be practiced by trainers. Forgiveness is not easy and a discussion of that can take many turns. Therefore, instead of a 75 minute sessions, two hours could be devoted to this important topic. In extra time, some important themes could have been highlighted: What is forgiveness in our religion? What is the place of forgiveness in our cultural practices, for example Jirga? What do famous leaders like Gandhi say about forgiveness? What is the essence of non-violent teachings of Martin Luther King Jr.?
- Some extra material in the form of documentaries, for example Martin Luther King's speech, and texts could have been used to enhance the knowledge of participants.

Empathy

- This is a very important topic for anyone and is central to Peace Education. Walking in someone's shoes helps in building empathy towards others. Considering this and the fact that trainings were organized for schools where children belonging to upper middle class and elite class go, some practical exposure could have been added. For example, a school wide event in which everyone is given 1 dollar's equivalent of PKR 100 to live for a whole day with the purpose of understanding a vast majority of our planet live on less than USD 1 a day.

Courage

- Contents are found to be well developed and relevant.

Altruism

- Altruism has been central to values of Eastern cultures for centuries because they focus on collectivism, but now we see a decline of altruistic values in the East and rise in the West. This has led to serious consequences because everyone is becoming selfish. These aspects could have been discussed with the help of examples.
- Field visit: To enhance the learning of participants, the participants could have taken on field visits of slums for doing some social work through an NGO. A lecture could have been prepared on local heroes like Abdul Sattar Eidhi.

Mindfulness

- Overall, the contents are very good but more questions could have been developed for a comprehensive discussion on the benefits of mindfulness.

Self-Compassion

- In collective cultures, perhaps, there is less emphasis on self-compassion because people are taught to live for others all the time. Nonetheless, in Peace Education it is taught that, everyone should be at peace with himself first and that can happen through self-compassion. Overall, the training contents are very good but the grantee could benefit a lot from a plethora of literature available on this topic through web sources, for example: <http://www.emmaseppala.com/scientific-benefits-self-compassion-infographic/#.U74cArFsvDc>

During the course of the project, the management team, based upon internal discussions, deemed that the steps of compassion for CSN will be limited to courage, forgiveness, mindfulness, gratitude for module 1; and self-compassion, humility & empathy, altruism and integrity for module 2 of the training. The basis for this change, as informed by discussions with the CFC team, was not based upon scientific evidence, but on the mutual understanding and agreement within the management team.

The Theory of Change revolves around the major assumption that the teaching of compassionate skills is going to have an equal effect on everyone, irrespective of the participants' realities. Children learn more by relating the contents to their realities, for example, children of violent hotspots in Karachi could have been influenced greater through CFC's peace education approach of compassionate skills. Children of those areas are living under the shadow of a cycle of violence that may never end without compassion from all parties. It is difficult to teach these skills to adults or present decision makers in those areas, but future generations can be prepared with peaceful mental approach through compassionate skills. Therefore, it may be concluded that the theory of change adopted for the project could have been more effective if it was supported by a scientific desk review.

Even if the above approach was not adopted, a baseline in response to each compassionate skills could have been prepared for assessing post-training impact on behaviors.

7.3. Effectiveness

Earlier some comments have been made on this. The idea of this project was to approach middle school children through their teachers that teach in Compassionate Schools Network. The project was able to reach the intended target beneficiaries, but systematic approach could have been adopted through conflict analysis or by knowing students of which level would be able to digest the provided information. As the overall focus was to counter extremist ideologies, students of marginalized or neglected communities could have been approached belonging to the eight conflict hotspots in Karachi.

The stakeholders engaged in the project include school management, educationists, and to a lesser degree, parents of student beneficiaries. Although attempts to engage public sector department of education officials were made by CFC, the engagement was limited to occasional informal updates. It is important that such innovative initiatives are owned by the department of education to allow the provision of replication and sustainability later on. Furthermore, it was evident from discussions with the project team, that there was no engagement of relevant researchers, technical experts, and key influencers at critical points such as conflict analysis stage, content development stage and selection of schools stage, which would have helped CFC strengthen the effectiveness of the project.

The appropriateness of the geographical spread of the project has already been described (in the earlier sections of this report) that within Karachi the focus could have been on troubled areas within the city where the level of violence is greater.

Overall, the CSN project was able to achieve all its stated objectives as evident from the project reports and records. The main contributory factors to this achievement is the diligence and passion of the organization lead, Amin Hashwani; and the energy and commitment of a young and enthusiastic project team.

USIP support to CFC, as communicated by the project team, was limited to communications with the country representative, and occasional visits. As the project and the project team are fairly new to the development sector and in particularly peace building, USIP support in terms of knowledge sharing, technical trainings, M&E, and evidence based programming could have further enhanced the effectiveness of the CSN project.

7.4. Learning & Impact

Feedback obtained from the project team and the beneficiaries reveals that the project was an effective means of improving the overall peer to peer interaction not only between the students but also between the teachers. As a result of the training and awareness provided by the project, the students and teachers practice tolerance, camaraderie, volunteerism and increased courage in undertaking social reforms within the school and their communities. The teachers reported a decrease in the incidence of backbiting and office politics after the trainings. A couple's differences were resolved through support and counseling of both partners resulting in

saving of the marriage from the brink of divorce (name and school have not been disclosed due to confidentiality purposes).

Efficiencies within the project design can be achieved by the incorporation of a strong M&E system and the use of the cascade model in letter and spirit. This would enable the project team to put more focus on quality assurance, than on carrying out the actual implementation of the activities. At present, the cascade model is not part of the design although the project design reflects shades of this model by training teachers who will in turn train students.

Karen Armstrong's peace education is relevant to everyone because it focuses on skills that are important for everyone and for the achievement of a peaceful society as a whole. However, when the resources are limited and problems are grave with increasing intensity, there is a need to adopt a focused approach that leads to greater impact. In this case, previous studies on behaviors of children and youth could have been used to select a particular age group for the project. In addition, conflict analysis of Karachi could have been used for defining the focus on peace education within the city.

Changes during the course of implementation result from gaps in the project design and planning and inception phase. These gaps can be addressed by focusing on evidence based project design, systematic approach to logical framework development, and the use of results based management to inform project implementation. Increasing the scope of the project to include youth in the programming could have been avoided by appropriate selection of the target beneficiaries (as has been explained in earlier sections), furthermore, throughout the project implementation, youth centric focus achievements could not be separately ascertained; revising the contents to focus on 8 steps instead of 10 steps, without substantiation through evidence cannot be adequately justified; revision of SOPs may be undertaken at any point should this be warranted, therefore, this aspect can be justified.

The project focuses an interesting approach that aims to inculcate basic social and cultural values in school children, thereby countering the social effects of a violence and crime laden environment. These values are in line not only with the fundamental principles of humanity, religion and culture, but are also in aligned with the vision of Muhammad Ali Jinnah, the father of the nation, upon which Pakistan was founded. Therefore, the impact of the project will not only be in reforming the social structure of the society, but also to imprint the national identity of being a Pakistani on the minds of the children in the longer run.

7.5. Sustainability & Scalability

The project design focuses capacity building of institutions, teachers and students; therefore, at an institutional level, the capacity to sustain and continue the processes and activities of CSN will exist beyond the project duration; at the level of the educator or teacher, the capacity to transfer the knowledge regarding the steps of compassion in a systematic manner to the students will continue beyond the project duration, the teachers might leave the schools but they will retain the capacity and understanding wherever they go; the students will graduate from the schools and move on to higher education institutions, or their communities, nonetheless the values of compassion imprinted on their minds will continue to influence their thought processes forever.

The project is an innovative approach that is relevant and appropriate to the needs of the children in Karachi. As the project was implemented at select schools at a relatively smaller scale, the concept should be scaled up with slight improvements as suggested in this evaluation, to other parts of the city particularly focusing the conflict hotspots.

The evaluators based upon objective understanding of the design, conclude that CSN project concept is one that can be realistically replicated to other parts of the country, whether in the conflict zones or in those areas where affectees of conflict are located. However, scale up would require systematic progression to harmonize the project with the local needs of the communities with slight modifications; therefore, it could be replicated initially at the urban centers then transitioned to the rural areas.

Section 8:

Tackling Youth Extremism in Pakistan – *Bargad Youth Development Organization*

Grantee/ Organization	Bargad Youth Development Organization		
Project Started	February, 2012	Project Ended	February, 2013
Geographical Coverage	National, in 20 Universities		
Grant Amount	USD 100,076.00		

8.1. Introduction

BARGAD Youth Development Organization, based in Gujranwala, is a youth led and youth focused organization working for youth development in Pakistan working exclusively on youth development since 1997. The organization has risen from a student-led grassroots organization to an umbrella organization for youth groups in Pakistan. With a vast volunteer base, BARGAD's projects enjoy collaboration of more than 54 universities. In addition to catalyzing the Punjab Youth Policy, the organization has also generated the biggest pool of youth researches, analysis and data in Pakistan.

The project was intended to facilitate an environment of dialogue and deliberation on issues of youth extremism, radicalization and tolerance, soliciting acknowledgement that the issue was indigenous; and to affirm a resolve to address this issue that has plagued the fabric of the Pakistani society. The documented highlights of the project include the improvisation of integrating an existing youth network into the project design by the grantee to ensure greater sustainability and continuity of the project. The grantee used the Bargad Youth Network to facilitate linkages amongst youth, provide a hub for accessing information related to critical issues requiring peaceful activism, and to mobilize youth activists at public universities across the country.

The goal of the 13-month USIP funded project was ***to tackle youth extremism in Pakistan by youth training, media program design and strengthening implementation of relevant principles of national youth policy to curb political support to extremism and intolerance.***

The key objectives of the project are: ***(i) training of faculty members and youth activists on themes, tools and techniques promoting tolerance to counter youth extremism; (ii) establishing communication, networking and knowledge sharing forums; (iii) Linking pro-peace work and the national youth policy clauses as foundations for a national advocacy hub against youth extremism and intolerance.***

8.2. Relevance

The project complemented the USIP objectives by promoting non-violent resolution of disputes and strengthening implementation of relevant principles of national/ provincial youth policy to curb political and societal support to extremism and intolerance through media campaigns. Youth activism is essential to countering violent extremism and intolerance in Pakistan considering the high proportion of youth in the overall population of the country. Therefore, it can be concluded that the overall project goal is in line with the countering violent extremism context in Pakistan.

There is a direct causal linkage between goals and objectives of the grant and drivers of youth extremism and radicalization. The objectives are aligned with the overall goal of the project and are directed towards finding entry points for reversing the societal trends of youth towards extremism and radicalization.

Review of project documents revealed that the overall conflict analysis was relevant to the context of countering violent extremism amongst youth in Pakistan. The conflict analysis provided a general understanding of the historic perspective of extremism and intolerance, identified youth in public Universities as a vulnerable group, and also identified the dictatorial influence and oppression of pro-Islamization or pseudo Islamist ideological groups such as the IJT at public Universities as a driver of conflict and radicalization. However, the conflict analysis did not adequately highlight the rationale for focusing young faculty members over all faculty members, where older faculty members would exercise more authority within the Institution; and information on various students/ youth studying at these Universities, these would include pro-extremist groups, pro-liberalism groups, and some who fall within these categories; additionally, information and rationale for selecting one group over the other is also not provided.

Further exploration of the process of conducting the analysis identified that it was based upon subjective understanding of the organization and on credible publications and existing evidence. However, the referencing system used for qualifying statements is not standardized and scientific, which makes it difficult for the reader to relate to the justifications provided in the write-up.

The myriad of activities including content (module) development, training of trainers, radio programs and development of information, communication and education (IEC) material were relevant to achieving the project objectives.

The theory of change of the project, although not clearly defined in terms of the pathway of change, was described in various sections of the project documents. Generally, the theory of change is either expressed in terms of a narrative section or a diagrammatic reflection or both. However, this was not done in the project documents. The evaluators appreciate that the project design was based upon the institutional understanding of Bargad, which complemented

the experiential theory of learning¹², and included the elements of participation, and inclusiveness. The evaluators understanding of the theory of change of the project is as follows:

The project outcomes as listed in the documents were: (i) increasing youth capacity through trainings (detailed mentioned in subsequent section); (ii) providing an organized forum/ platform within youth communities by institutionalization of communication and coordination; and (iii) generation of concerted demand for pro-peace and tolerance policies.

The critical path of achieving the three focused areas of the ultimate outcome was aimed at: (i) clarifying the specific context of youth extremism nationally and intolerance on campuses and to making tolerance relevant for the everyday lives of young people; (ii) engaging with and influencing the policy makers with the help of existing pro-peace policies and laws in Pakistan and impressing upon youth and other stakeholders to increase demands for their implementation; and (iii), preparing young leadership and a team of public communicators to promote peace and tolerance in the public sphere.

Bargad adopted the following activities to pursue the critical path of the project: (i) orientation of students and young faculty on concepts, issues, consequences and mitigation of youth extremism, radicalization and intolerance; (ii) creating a pool of activists within the faculty and amongst the students sensitized in countering extremism, radicalization and intolerance; (iii) creating an knowledge base to facilitate critical thinking amongst youth activists; (iv) promoting youth voices and opinions in mainstream mass media deliberations on issues of extremism, radicalization and intolerance; (v) advocating inclusion of pro-peace clauses in Provincial Youth Policies; and (vi) providing a communication and networking platform to organize and mobilize educated youth for countering extremism, radicalization and intolerance.

8.3. Effectiveness

The three target groups of the project were: young faculty members; youth activists; and media personnel. Review of project reports and discussions with project beneficiaries and key staff reveals that the project was successful in focusing all three target groups; at the intended project implementation sites, i.e. 20 public universities. Although public universities cater to a significant number of youth; Pakistan has a very large number of private universities. Additionally, there is a very large number of Madrassa students in urban, peri-urban and rural communities across Pakistan whose academic pursuits in the informal education sector are legitimized and recognized by the Government of Pakistan. It is therefore, important to include these youth in similar programming.

The project engaged a wide spectrum of relevant stakeholders in project activities promoting youth activism, these included social activists, human rights groups, civic action groups, and religious scholars involved in promoting and building peace in Pakistan. These stakeholders are relevant to achieving project objectives, to reduce and eliminate the use of violence in seeking resolution of disagreement and disputes.

¹² See for example, David A Kolb, *Experiential Learning: Experience as The Source of Learning* (New Jersey: Prentice Hall, 1984), First chapter

The project coverage includes universities across all four provinces of the country. It may be concluded that this nationwide reach is a positive aspect of the Bargad project, as the sensitization of faculty and mobilization of youth activists through networking has a reach beyond the overall geographical scope of the project. This is further accentuated by the transitory nature of students in institutions and the constant roll over, which will ensure greater spread of awareness messages. This project was developed along the lines of the ‘cascade model’, however, there was no mention of this model in project documentation.

Review of project progress reports reveals that the project was able to achieve nearly all its targets, except for the formation of a youth hub. During the course of implementation, the project team realized issues with the sustainability of the youth hub due to the transitory nature of the students, as a result, the existing Bargad Youth Network¹³ (BVN) was integrated into the project. This modification or improvement in the design is a more efficient and effective way of ensuring continuity of the interventions beyond the project life as the BVN is a tested forum supported by volunteers working with Bargad.

The training manual developed by Bargad, focused relevant topics: (i) Definitions of Extremism and Profiling of Youth Extremism; (ii) Youth Bulge and Extremism in Pakistan ; (iii) Media and Youth Extremism; (iv) Curriculum and Youth Extremism; (v) Youth Extremism on Campuses; and (vi) Training Techniques and Methodologies on Youth Extremism/ Team Building Activities. The trainings were conducted by a subject specialist and supported by the head of Bargad. The material developed was focused, and specific to context, and was written in a simple and easy to understand manner.

The project beneficiaries interviewed during the course of the evaluation and field visits expressed their satisfaction at the quality and timeliness of the training material and the information provided through the project. The beneficiaries also informed the evaluators that the BVN has provided them a forum to express their views, engage with other youth activists, and deliberate issues concerning violent extremism, radicalization and intolerance in their Universities and communities. Furthermore, being in contact with other volunteers through Bargad, enables them to be part of other concerted efforts organized by the CSO.

USIP grant-making was useful in continuing Bargad’s efforts in engaging youth at public universities. However, during the course of implementation of the project, the project team was able to improve their overall understanding of countering violent extremism and intolerance programming based upon a trial and error approach in refining the project content and operational guidelines (as reported by project team).

8.4. Learning & Impact

The duration of the USIP grant was appropriate to design, develop and initiate a project focused on promoting youth activism. The overall programmatic scope of the project warranted greater

¹³ BARGAD Volunteers Network (BVN), working since 1997, is the youth-led and youth-focused network of BARGAD’s volunteers across the country. Its purpose is to enhance the sense of volunteerism among youth and to engage them in programmes, projects and activities for social, economic and political empowerment of youth; BVN is a torchbearer for the promotion of BARGAD’s vision and mission of youth development in Pakistan. The network functions through Tehsil, District, Campus, Provincial and National Coordinators. These coordinators are Bargad trained volunteers from diverse background and fields, working for promotion of peace, justice and cooperation among youth in Pakistan.

investment of time, as sustained and continued efforts are necessitated to ensure full value for tangible and intangible resources/ investments.

The project activities are designed to create a pool of youth activists at a national scale to participate, advocate and support countering violent extremism, radicalization and intolerance at public universities and the communities at large.

The evaluators were unable to identify a standardized and documented selection criteria for the universities as well as for the target groups. A standardized selection criteria is essential to ensure relative similarity amongst target groups to ensure effectiveness of project activities, particularly when more than one geographical site is selected for implementation.

There were no formal or informal capacity building trainings or workshops organized for the project team by USIP; only informal meetings, emails and telephonic coordination was used to provide support to the project team by USIP. The project team informed the evaluators that as these informal interactions were useful, it would have been better to have greater technical support provided from the USIP in terms of capacity building workshops (on technical topics such as youth activism, peacebuilding, producing counter narratives to extremism, etc.; and project implementation related topics such as project management cycle, performance based management, human resource development, using project management software, etc.), project monitoring and evaluation, support in participating in seminars and conferences on youth mobilization, support in developing content based upon international standards and guidelines.

The evaluators interviewed students of Punjab University (Lahore), who reported that greater activism of the students in countering extremist views through greater organization, awareness and networking has had a push back effect on the influence of IJT on the overall environment of Punjab University in some quarters. The students feel a greater sense of liberty and freedom of expression, however, currently this is limited to those students who are members of the BVN. The atmosphere nonetheless is beginning to reclaim its lost liberal ethos and soul. The ripple effect created by the Bargad project continues to mitigate the extremist, chauvinistic, and violent attitudes created by religious groups such as the Islamic Jamiat e Tulaba (IJT) and other organizations at public Universities.

8.5. Sustainability & Scalability

Bargad is an organization supported by a number of regular volunteers who donate their time and expertise to promoting youth activism. However, the resources available to the organization in terms of sustaining initiatives are scarce and inadequate to provide financial sustenance to activities. The BVN is being managed by the organization through their volunteer base, while nominal financial resources are made available to sustain and maintain the network. BARGAD's work relating to countering youth extremism has the promise to sustain itself due to high degree of motivation and commitment displayed by its volunteers and the respect it enjoys among the local community.

The interventions implemented under the USIP funded project are self-sustaining and have the potential to be sustained beyond the project lifetime as they focus sensitization and activism amongst faculty and youth at the Universities through cascade trainings. However, the material provided to the youth activists is limited and does not have provisions of revision or reprinting;

which in turn could potentially affect the ability of the youth activists to pass on the messages learnt through the trainings.

Bargad has the potential to undertake replication of the USIP project model to target private sector institutions and madrassas at the national level. However, in order to undertake such a venture, the organization would require additional technical support, guidance, and periodic monitoring and evaluation.

Section 9:

Promote Interfaith Harmony, Peace Building & Social Co-Existence through Public Awareness, Capacity Building of Civil Society Actors & Police Officials – *Cavish Development Foundation*

Grantee/ Organization	Cavish Development Foundation		
Project Started	April, 2012	Project Ended	October, 2013
Geographical Coverage	Rawalpindi, Punjab		
Grant Amount	USD 138,653.00		

9.1. Introduction

Cavish Development Foundation is a civil society organization established in 1998 with a purpose to facilitate the process of empowering the deprived communities and disadvantaged groups so that they can improve the quality of their lives. The organization was dissolved by the board and its management team due to unknown reasons in the first quarter of 2014.

Cavish implemented the project titled ‘Promote interfaith harmony, peace building and social co-existence through public awareness, capacity building of civil society actors and police officials’ with support from USIP across four Tehsils of district Rawalpindi i.e. Taxila, Kotlisyatya, Mari and Rawalpindi.

Through the project a specific training course for police officials was developed; this included training manuals and handbooks on peace building and conflict resolution; Training of Trainers for 20 Police teachers at the Sehala Police Academy was conducted; using the cascade model, the police officials consisting of Assistant Sub Inspectors (ASI), Sub Inspectors (SI), City Police

officials and Senior Inspectors were subsequently trained. These activities were expected to build the capacities of police officials in conflict management, peace building, and promoting interfaith harmony; thereby, paving the way for positive behavior change during the performance of their services in the field.

The goal of the 19-month USIP funded project was ***‘to promote interfaith harmony, peace building and social co-existence through public awareness, capacity building of civil society actors and police officials.’***

The key strategic objectives of the project were: ***(i) to increase awareness among the public on respecting the rule of law and avoiding acts of violence, particularly with reference to religious conflicts; (ii) to enhance coordinated support for minorities by rallying civil society (CSOs, media and human rights activists academics, lawyers etc.); (iii) to initiate wider public debate about the role of police and civil society in peace-building, conflict resolution and interfaith harmony; (iv) develop a training course on peace-building and conflict resolution for police officials; and (v) to promote awareness of community groups and conduct capacity building training workshops of police and in peace-building and conflict resolution having focus on interfaith harmony and social coexistence in four sub-districts of district Rawalpindi***

During the course of the evaluation, the evaluators were unable to access project resources other than those available with the USIP, nor have meaningful discussions with project staff and beneficiaries despite efforts of the Washington and Islamabad offices of USIP and AAN Associates. This was due to the dissolution of the organization and dispersal of all staff and board members. The one board member (Naeem Iqbal) who was available, expressed his inability to provide project specific information or share project data or facilitate in arranging meetings with project beneficiaries as he did not have access to the information nor was he actively engaged in the project implementation being a board member. This section of the evaluation is, therefore, limited to available resources.

9.2. Relevance

The project complemented the USIP objectives by countering religious intolerance and violent extremism through promotion of interfaith harmony, peacebuilding and peaceful co-existence in the police training curriculum. Therefore, it can be concluded that the project goal is in line with the overall context as it creates a sense of responsibility within law enforcing and law abiding institutions to protect the rights of minorities and play an effective role in conflict resolution and peace building.

There is a direct causal linkage between goals and objectives of the grant and the drivers of religious disharmony and discord. The objectives were aligned with the overall goal of the project and are directed towards promoting peace education in police training curriculum to increase protection of minorities and other vulnerable groups.

The contextual analysis used to inform the project design was non-specific and lacked structure in terms of the narrative; upon verification through plagiarism testing online software (turnitin®), the evaluators ascertained that the information reflected was copied from the websites and other sources without appropriate referencing of the source or acknowledgement

of the authors. This is a general mistake that most development sector organizations with limited academic understanding of research or review protocols. The following are the key aspects of the content that could be improved:

- The description of the problem was unstructured as it did not focus the issue of intolerance, discord and religious bigotry against minorities and other vulnerable groups at the national level, followed by narrowing of the issue to the Punjab province, and subsequently relating the rationale for selection of police trainings curricula with the problem and protection of minority rights by civil law enforcement.
- The root causes could have been described to presented a better understanding of the issues of intolerance, discord and religious bigotry, these could have focused amongst others, the role of Islamization of Pakistan, the deviation from the principles and vision of Muhammad Ali Jinnah, promotion of State Sponsored religious fascism and intolerance of diversity by General Ziaul Haq, and the recent pseudo-Islamist agenda of the Taliban and their affiliate groups.
- Identification of the political economy of police training reforms, including a stakeholder analysis of various influencers and decision makers was not done to inform the overall project design and activities.

The design of the project was based upon the cascade model of trainings; the process of development of the model and training module was based upon a formative research component, which suggests that the training manual was relevant to the context. The project design mentions the training component to be a randomized control trial (RCT), however, review of the details of the supporting document explaining the primary research model does not reflect the approach to be aligned with the standard RCT protocols. There was no apparent need to use the terminology of RCT for the training component as a cascade approach was both relevant and viable. Another option proposed for the comparison by USIP during the evaluation was ‘comparison evaluation’.

Although conceptually the activities should have been aligned with the ultimate outcome of the project. However, in reality, the eventual operational description of these activities did not focus promoting inter-faith harmony through dialogue and public discourse. This lack of complementarity between activities and outcome, was a serious design level flaw which was not picked up during the course of implementation by the project management.

According to the project documents, the 11 member committee was to provide a representative platform of all minority groups in Rawalpindi. This appears to be a relevant activity to the objectives in terms of promoting the voice of vulnerable populations. However, the effectiveness of the District Peace Committee could not be ascertained.

Radio programs focused on several themes while trying to promote inter-faith harmony. However, an examination of project documents suggests that these offered little guidance to listeners in terms of what they need to do to have a necessary impact on building a more peaceful society.

The overall scope of conducting community level radio programming and interacting with minority groups in only four tehsils of one district in the province could not be linked to the

trainings of police officials. The police master trainers trained at the Academy, as well as police trainees trained through cascade trainings by master trainers were employees of the Punjab Police, generally and from other provincial police departments. Therefore, where the appropriateness of focusing a police academy can be related with project concept and approach, the supporting activities seem to be disconnected from the project as the policemen will be deployed to various areas of the province and not just Rawalpindi.

The theory of change for the project was based upon the assumption that educating police officers who perform their duties at community level police stations about peacebuilding, tolerance, minority rights, inter-faith harmony and respect for diversity would contribute towards improving the protection of religious minorities and vulnerable groups. This is somewhat of a valid assumption, however, in the context of Punjab (where the project was focused) the extrinsic factors particularly the political influence on the police determines their actions. Hence, it may be concluded that the theory of change of the project was weak, and did not address the core issue of de-politicizing the police along with promoting peace and inter-faith harmony.

9.3. Effectiveness

The target beneficiary groups addressed in the project include police trainers, police trainees, and minority groups in the community level. CAVISH was able to achieve the project targets. A total of 2 training cycles of 3 day trainings (TOTs) were conducted for master trainers; 4 training cycles of 2 day trainings (cascade) were conducted for police personnel, 20 master trainers and 80 police officers were trained altogether; 6 trainings cycles of 2 days each were conducted for 100 CBO members conducted at Tehsil level.

The targeting of policy academy to train master trainers and police officers well versed in interfaith harmony was linked to the overall project objectives, however, the supporting community level activities focusing CBOs in four tehsils of on district were not appropriate to achieve the project objectives.

CAVISH also tried to reach the population of the four tehsils through its radio programs, however, the available record does not adequately provide information to ascertain whether intended target population was fully reached. The record of people calling in during program airing suggests a very small number, anecdotal evidence from review of other mass media evaluations focusing radio listenership suggests that callers and SMS record is often reflective of regular listeners who frequently call in. Additionally, the guests appearing on the programme were only those who were available and not the one who were ideally suited to talk about the issue of religious harmony e.g. religious Ulemas or recognized scholars of Islam such as Khalid Masood, etc.

The geographical scope was narrow given the scale and magnitude of the problem of interfaith harmony. Police academies and other police training institutions should have been included in the project.

An evaluation report of the project claims that CAVISH managed to achieve the project objectives. However, these claims could not be verified due to non-availability of project

documents and record. The quantification of perceptions, knowledge, attitude and practices was not possible as credible baseline and end line data was not available.

USIP grant-making was able to support the organization to operate for 19 months, and sustain its operations in the country. Furthermore, USIP support was instrumental in ensuring the engagement of a technical expert, Humera Masihuddin, for designing and developing the police training manual, which was the most essential component of the project.

The police training manual titled 'Role of police in promoting interfaith harmony' was well designed as an information source for police officers/ officials with appropriate sections reflecting the situation analysis of religious minorities; legal framework of minority rights; human rights situation; role of police in the society; role of police in interfaith harmony; and the requirements of community policing. However, deeper analysis of the manual reveals that the section of role of police in interfaith harmony focuses discussion around conducting community surveys, police surveys, citizen-police liaison, benefits of police in interacting with communities, and benefits of communities in interacting with police; whereas, the linkage of these roles with inter-faith harmony is not clearly specified. Furthermore, the document is not one that may be classified as a training manual as there is no supporting information on training guidelines, training agenda, structure of training, standard objectives and expectations for master trainers, standard objectives and expectations for cascade trainees, pre and post-tests, quality assurance tools, etc. Additionally, due to the absence of these supporting documents, the evaluators can conclude that the quality and effectiveness of the trainings would be varied and subjective based upon the competence and preferences of the master trainers.

9.4. Learning & Impact

It is unfortunate that CAVISH was dissolved by the management and board in 2014, and the documentation and record of projects implemented have not been maintained. In the advent of such a drastic decision, it would have been appropriate to handover the relevant documentation and project record to the donors before closing the doors of the organization.

Since CAVISH has ceased to exist, and the non-availability of perception or KAP surveys or data to correlate with impact. However, the design of the project was based upon behavior modification which can be a sustainable approach. But based upon the findings of the evaluation, the impact beyond project duration could only be achieved by strengthening the overall approach (alignment of project logic, and ensuring activities complement the outcomes), content of the training manual, and implementation of the cascade model in its true spirit.

9.5. Sustainability & Scalability

One of the aspects promoted by CAVISH in its documents was the integration of the manual developed under the USIP funded project into the police training curriculum at the Sehala Police Academy. The evaluators were unable to ascertain evidence of this, either through the police academy curriculum or by interacting with the Police Academy Officials at Sehala.

The content developed for police training may be used for sensitization projects supported through USIP funding in future. However, this may not be useful as a training manual as it is not



structured as a training tool, nor does it specify the operational uses/ modus of implementing the content by trainers/facilitators.

Section 10:

Pakistan Center for Excellence (Pace) – *Peace Education & Development Foundation (PEAD)*

Grantee/ Organization	Peace Education And Development (PEAD) Foundation		
Project Started	August 2012	Project Ended	March 2014
Geographical Coverage	Khyber Pakhtunkhwa (KP) & Federally Administered Tribal Agencies (FATA)		
Grant Amount	USD 145,695.00		

10.1. Introduction

Peace Education And Development (PEAD) Foundation is a non-profit training and advocacy organization, which has been engaged in de-radicalization and counter-extremism efforts in Pakistan since 2002, with a special focus on the Khyber-Pakhtunkhwa province and Federally Administered Tribal Areas (FATA). The organization has implemented donor funded community based programming to counter violent extremism and radicalization; and promoting religious and social harmony, human rights and good governance.

The project titled “Pakistan Center for Excellence (PACE)”- was a training program for teachers from under privileged backgrounds of KP and FATA that aimed at providing opportunity to learn, discuss and debate local, national and global issues in an open and reflective environment. The beneficiaries were expected to promote peace, pluralism and social cohesion in line with the cascade model. During the course of implementation, the project scope and implementation strategy was revised. The project scope was expanded to cater to a larger number of public schools and teachers than was originally planned in the approved project proposal, however, at the same time the Madaris were excluded from the project scope despite being part of the approved project design; while the strategy of cascade trainings being independently covered by the teachers in their respective communities was revised to a supervised training under the guidance of the PEAD project team. This led to considerable increase in the workload, and operational costs of the organization; while the overall rationale for the project was potentially compromised by the omission of madrassas from the project scope.

The goal of the 20-month USIP funded project was ***to counter radicalization and extremism emanating from public institutions and madaris by empowering teachers to develop and promote understanding and respect for others’ cultures, beliefs, and values.***

The key objectives of the project were to sensitize and train teachers to: *(i) acquire knowledge, skills and attitudes to think critically; (ii) promote a culture of tolerance and pluralism by educating their colleagues and students on the significance of peace, non-violence and social cohesion; and (iii) create a counter narrative to extremist discourse for sustainable peace in the society.*

10.2. Relevance

The project complemented USIP's objectives by addressing the root causes of the "Culture of Violence" manifested through violence in many forms in Pakistan by promoting culture of respect, acceptance and pluralism with a focus on peace, non-violence and social cohesion and indirectly reaching public sector school students through their teachers in line with principles of the Cascade Model. Therefore, it can be concluded that the project goal is in line with the overall context in Pakistan, where children from lower socio-economic strata have access to community based public schools or madaris, and have greater probability of being recruited by extremist elements and falling prey to the pseudo Islamic ideology. Furthermore, the relevance of the overall project goal is reaffirmed from review of project documents which reflect that it is aimed at behavior modification of public sector school teachers and madrasa teachers who are poorly trained in pedagogy techniques and have had little or no capacity building regarding interpersonal communications and critical thinking.

There is a direct causal linkage between goals and objectives of the grant and drivers of intolerance, violence and extremism. However, where the goal of the project specifies working with madrasahs, the linkages of the objectives in this respect are vague and non-specific. The objectives appear to be non-specific in terms of target areas and beneficiaries, despite being aligned with the overall goal of the project and are directed towards countering extremist narratives to reverse intolerance and negative societal trends by promotion of a culture of respect amongst teachers and their students.

Review of project documents revealed that the overall conflict analysis conducted by PEAD was relevant to the context of countering violence, extremism and radicalization in public sector schools and madrasahs of Khyber Pakhtunkhwa and FATA. The conflict analysis provides a general understanding of the reasons for selecting the intervention and target population. There was subjective analysis of how poor governance, capacity deficits, and a weak understanding of critical thinking, conflict resolution, and peacebuilding amongst teachers provided opportunity to the militant Islamist groups to manipulate youth through skewed and dangerous intellectual discourse that promoted hatred and intolerance towards other cultures and traditions. Although the analysis touches upon the reasons for selecting KP and FATA as the geographical location, the reference material consulted for this information is outdated and redundant. The information provided for curriculum related findings, is generic and does not specify which academic strata students are more vulnerable to the hate material. Greater depth in carrying out the analysis based upon current publications and available grey evidence could have been used to inform the interventions, content development and implementation of the project.

PEAD's analysis also focused on young people becoming victims of extremist/ radical ideologies in madrasahs, whereas, the project did not focus or even reach out to madrasa students. Therefore, the evaluators find that this is a major disconnect between the context analysis and project implementation.

The theory of change of the PEAD project revolves around the ‘cascade model’ of trainings. The approach reflected in project documents specifies centralized trainings of 100 master trainers; which will be replicated by the master trainers for 20 public school teachers in their respective districts/ areas, which would result in training of 2000 teachers overall in KP and FATA; the teachers will then sensitize 50 students each, which would make 10000 students. This cascade effect will be complemented by the ripple effect of peer to peer communication between students and other members of their social circle, thereby contributing to promoting a culture of tolerance to the overall environment of the beneficiaries. Although, there is logic in the theory of change followed by PEAD, the overall implementation of the cascade model was weak as it was not implemented correctly, the reasons identified for this weakness include a lack of understanding of the cascade model, capacity of trainer of master trainers, lack of standardization in operationalization, while the importance of a results based management framework also cannot be ignored. The role of public sector institutions and the district management in providing monitoring and supervisory support to the second tier trainings was negligible (it should be noted here that public authorities appreciate the role of civil society and donor funded projects in capacity building/ human resource development activities, and work in close coordination with development partners to ensure that monitoring visits and attendance of public sector staff is ensured at trainings; this not only ensures ownership of the public sector, but also ensures active participation and regular attendance during trainings). PEAD could have addressed this gap by advocating accreditation of the trainings through government certifications or commendation letters for participants. The project training component was augmented by radio programs, outreach activities – essay and poster competitions, and other media engagement activities. The radio programs were on interfaith harmony; and education system and leadership qualities. Operational guidelines, recording and reporting tools, and standardization of content could not be verified.

The training module, which was produced by an external consultant and then modified and finalized (as reported by the senior management) by the PEAD Foundation team, titled “Leadership Skills” has five sections: motivation; leadership capability; communication; conflict resolution and dialogue; and interfaith harmony. Two-thirds of the training contents are devoted to topics irrelevant to the overall context, while one-third of the topics are relevant to the context and to the goal and objectives of the project. Technically, the training contents are weak as critical linkages between content and questions are missing; for example, the section on emotional intelligence ends with questions on corporal punishment; while the section on motivation ends with discussion questions focusing on democracy in Pakistan.

The training module should have started with a focus on concepts of peace and conflict, conflicts in Pakistan, peacebuilding, conflict resolution, and so on; while ending with Peace Education in Pakistan. The contents for such programs should be developed through extensive literature review and should be specific with clear guidelines for use, if the contents or guidelines are not clear, there is a possibility that every facilitator will interpret the topics according to their own understanding. Furthermore, standardization was weak in implementing the module as there were weak to negligible quality assurance and some facilitators ignored the module and used their own training material.

Furthermore, in the KP and FATA cultural context, girls are restricted at homes, while boys socialize more within their communities and beyond. Young boys are at greater risk of being influenced by extremist ideology, either by studying in public schools, madrassas or by listening

to Khatibs in mosques. Therefore, different gender specific aspects could have been highlighted in separate peace education components for male and female teachers. In case of financial constraints, the project focus could have been limited to one gender. The practicality of the module for madrassas could not be assessed as this group of project beneficiaries was not reached all together.

10.3. Effectiveness

The project was able to focus target beneficiaries, i.e. teachers of public schools; while madrasa teachers were excluded all together. Based upon the interactions with the project team, the rationale for not focusing Madrasahs was exclusion of conclusion. Therefore, the evaluators would conclude that the project did not reach the intended spectrum of target beneficiaries, although the numbers were achieved. Selection criteria for beneficiaries of the training was not specified, therefore, rationale for selecting teachers from one area and not from the other could not be ascertained. Participants of the trainings appreciated the opportunity provided to them by PEAD and acknowledged the importance of learning about tolerance, and peacebuilding.

The evaluators would conclude after extensive discussions with the project team that there was a lack of adequate understanding of the cascade model, which resulted in the model not being fully applied, hence, the quality of the trainings varied according to the understanding of the trainer. The gaps in understanding from the PEAD team was mainly regarding quality assurance and facilitation mechanisms as required in cascade model. However, further discussion on the cascade trainings quality and effectiveness is not possible; as M&E systems were mainly focused on recording of activities and did not focus quality assurance (usually done using checklists/ observation surveys/ qualitative reviews) and quantifiable data to support transfer of knowledge or influence on the mindsets of teachers and students (this is generally done through perceptions surveys, or sampled cross-sectional surveys). Furthermore, due to similar reasons, the level of transfer of knowledge from master trainers to other teachers and ultimately the students also could not be ascertained.

Guest speakers of the radio programs, as determined through interviews, discussed their field experiences and shared their perceptions about the topics of discussion with the audience. The essay competition was organized for grades 8-10, while poster competition participants were from grades 6-7. Further details on the selection criteria was not available. Student beneficiaries could not be reached. Media personnel who attended the Meet the Press event at Swat, reported that the event was useful in understanding the issues of intolerance affecting the society, and expressed their satisfaction regarding the overall quality of the event. However, they expressed the need to have a more structured and continuous engagement to explore the full spectrum of issues from interfaith harmony, radicalization, post-traumatic stress disorder amongst adolescents, and writing counter extremist narratives.

The USIP Country Representative remained in regular contact with the project team and provided mentoring support on a need basis. Periodic monitoring by USIP to provide onsite support and guidance was not done, while USIP engaged a third-party to undertake monitoring or the PEAD activities (please note that the DOST organization does not specialize in peace education/ cascade trainings, therefore, the supportive supervision aspect/ sharing of lessons learnt during monitoring was not very helpful as reported by PEAD) capacity building support and provision of technical assistance for reviewing content developed was not provided. PEAD

team outsourced the trainings manual, however, the quality of the manual was poor, which was later revised by the project team with the intent to improve. As the training manual was critical to the overall outcome, the project would have benefitted from USIP support in identification of an appropriate technical expert to develop the contents, and in critically reviewing the training manual to ascertain the quality of the final product.

10.4. Learning & Impact

Review of project activities reveals that where the cascade trainings is aimed at addressing the issues of radicalization and extremism, the supporting activities such as radio outreach, school competitions and media related activities focus on effects. The design of the project could have been strengthened to provide a deeper analysis as to the problem, systemic and non-systemic causes, implications, groups at greater risks, entry points, effectiveness, types of interventions/strategies, risks, and short term and long term impact.

Changes in project scope and intervention protocols should not be revised beyond reasonable and achievable limits, as was done with the exclusion of Madrassas, limiting the overall target to public schools increased the geographical spread of the project, while ambitious field monitoring beyond the planned sample dramatically increased the workload of the field team. All of these changes had financial, management and quality assurance implications on the overall project. Greater emphasis may be necessary for future program design and development, while project inception and planning should be carefully undertaken to avoid such

VOICES OF TEACHERS WHO ATTENDED THE PACE TRAININGS

'We have seen that there has been a reduction in the teachers' lounge quarrels between teachers after attending PACE trainings....'

'Teachers realize that politics and backbiting amongst the teachers is not morally correct.... We should all work together in a congenial environment and support each other'

'I don't scold and yell at my students anymore, as I know now that they might do the same in their everyday life and that would negatively affect our communities and society in general....'

changes in future projects.

The project interventions managed to have a positive impact on some participants. The evidence is available in the form of teachers speaking on peace-related issues. PEAD Foundation also received encouraging responses from the participants. As mentioned before, PEAD did not have M&E mechanism in place for evaluating the impacts of this project vis-à-vis the supporting theory of change that required the project to be evaluated. DOST Organization's Monitoring Report of PACE concluded that the PEAD workshops were aligned with the project objectives.

The impact of engagement of Peshawar University was not apparent throughout the planning, implementation, or close-out phases of the project. Engagement of academia should have

contributed in the content and training manual development, and in the master trainer trainings. However, there was no objective or subjective evidence to substantiate any such contribution. The learning from this engagement for PEAD should be to ensure that when academia is engaged with development programming, strategic use of its experts, infrastructure and resources should be made.

10.5. Sustainability & Scalability

PEAD Foundation is a training and advocacy organization committed to the values of peace, non-violence, human rights and democracy. Through various projects focusing on peace education, the Foundation has been trying to formally introduce peace education in school curricula. The fruits of this advocacy are somewhat visible through curricula reforms in KP, as will be explained below. The project design was aimed at behavior modification, and as such the trainings provided to the master trainers, and teachers will be sustained as these have provided information to the beneficiaries. Therefore, it could have been a sustainable intervention. Teachers provided trainings will remain within the public education service delivery system and will potentially continue to use the skills and awareness gained through PACE to sensitize students as they pass through the schooling system. Students sensitized will continue to retain the messages and awareness provided by their teachers; therefore, this component of the project is also sustainable. Scalability, however, will remain subjective as master trainers will be dependent upon encouragement and support by the education departments to undertake training of further batches of teachers.

The radio programs and other supporting activities conducted through the USIP funded project are financial resource dependent and may not be sustainable and scalable without funding.

The quality of the training manual and its contents warrants improvement for replication, and adaptation for other similar ventures.

Although there is a potential for PEAD Foundation to solicit funding from other donor agencies, the organization did not have any such plans in place during the time of this evaluation study. PEAD has been advocating the inclusion of peace education contents into the provincial curricula of public schools in KP as a long term outcome of this project.

SECTION 11:

Conclusion

This section provides a conclusion of the evaluation study by identifying the highlights and achievements of the USIP CEPRT programming in Pakistan, as well as negative influencing factors at the USIP grant making level and at the Grantee implementation levels.

11.1. Highlights & Achievements of USIP's Countering Extremism, Promoting Peace and Religious Tolerance Programming in Pakistan

USIP grant making under the CEPRT portfolio funded 7 grants in Pakistan during 2011-13. The key highlights of the portfolio and process need to be understood, these are illustrated in Figure 5 and described below:

Non-Prescriptive Programming

The objectives and the strategy to solicit concepts adopted encouraged applicants to submit ideas and designs for community level programming under the CEPRT frame that were appropriate to address the issues according to their understanding and area specific conflict sensitivity. This resulted in diversity of thought and variety of programming ideas, with relatively manageable complexity in interventions.

Engagement of Grassroots Level Civil Society Organizations

USIP's deliberate intent to support grassroots level civil society organizations in Pakistan, provided these smaller entities who were established under reformist, progressive and inclusive ideologies (as determined through interactions with the grantees) the opportunity to access funding, and undertake projects with large geographical coverage.

Youth Centric Programming Focus

The focus of grants was generally on accessing Pakistani youth and younger age groups, which helped sensitize this largest demographic of the population on CEPRT; while also facilitating organization of the youth, and encouraging volunteerism and activism for social reforms.

Behavior Change communication

The grantees carried out Behavior Change Communication through cascade training models aimed at behavior modification at an institutional level, and amongst trainers/teachers. Additionally, USIP provided the grantees with opportunities to develop context specific and relevant content/ training material for these trainings.



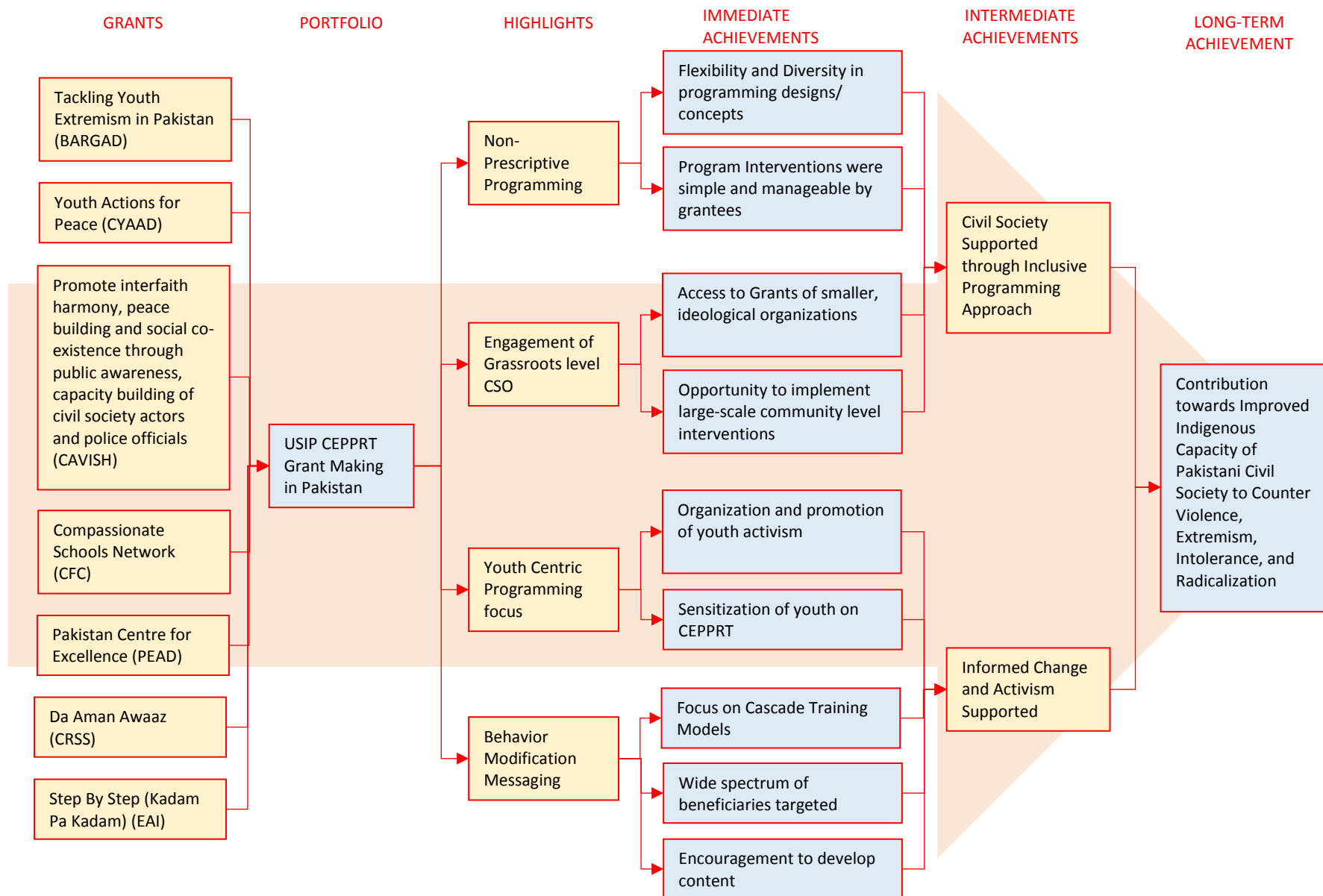


Figure 5: CEPPT Achievements

The intermediate term achievements of the USIP CEPVRT grant making process and portfolio include supporting:

The Civil Society in Pakistan through an inclusive programming approach that allowed opportunities to the lower tier or smaller organizations with limited accessibility of international donor funding and support.

Informed change and voluntary activism amongst Pakistan's largest population demographic through sensitization, organization and provision of networking opportunities.

While the expected long-term achievement of the CEPVRT portfolio of USIP may be stated as ***Contribution towards Improved Indigenous Capacity of Pakistani Civil Society to Counter Violence, Extremism, Intolerance, and Radicalization.***

11.2. Factors Negatively Influencing USIP CEPVRT Portfolio achievements

The factors negatively influencing the CEPVRT portfolio achievements at the grant making arm (USIP level) are illustrated in Figure 6 below:

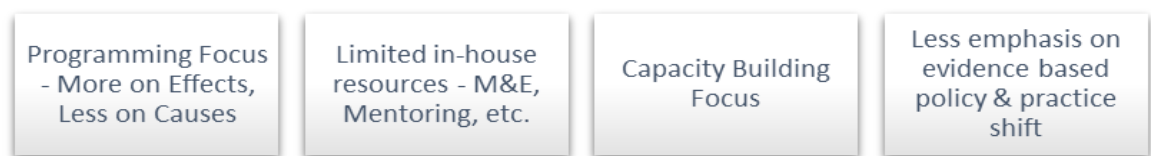


Figure 6: USIP level negative influencing factors

The factors negatively influencing the CEPVRT portfolio achievements at the implementation arm (Grantee Level) are illustrated in Figure 7 below:



Figure 7: Grantee level negative influencing factors

11.3. Conclusion

The evaluators conclude that overall, the CEPRT design was found consistent to USIP strategic objectives and country context established by the evaluators. The selection of partners, interventions and approaches found largely relevant to the context and programming focus of USIP in Pakistan. The program has largely been effective in terms of achieving the desired outputs and to some degree outcomes. The technical capacities of partners, application of results based management, systematic monitoring and evaluation, learning documentation are areas that merit considered investments of USIP for the future. The results in terms of attitudinal change may be difficult to measure; while interaction with stakeholders bode well the sustainability of interventions and results. This however, may require continuous engagement of partners with activists and groups raised and involved in different projects. The key highlights of the USIP CEPRT programming in Pakistan were non-prescriptive programming, engagement of grassroots level CSOs, youth centric programming focus, behavior change communication.

SECTION 12:

Recommendations & Way Forward

This section provides key recommendations and way forward for USIP programming/ grant making in Pakistan at the design level and at the implementation level. While grant specific suggestions are included in each of the preceding grant specific chapters, this section provides consolidated and specific points of action.

12.1. Design Level

- The future program may benefit more if USIP articulates its country strategy (the work is on-going on draft country strategy) and disseminated to existing/ potential partners to bring greater focus and coherence with on-going and future projects. USIP may encourage partners to focus more on addressing structural or systemic issues resulting in hardening of beliefs, exclusion, extremism and use of violence. Additionally, consideration may be given to psycho-socio-economic support related initiatives for victims of conflict, violence, oppression, and injustice to mitigate the effects of conflict.
- The future programming must balance between demonstrative projects and support to thematic/ policy researches to leverage complementarities for better understanding and focus on systematic gaps and weaknesses (please see the contextual analysis in Section 2 of the report for further details), to help achieve wider impact at policy and practice level. The grantees could be encouraged to find partners in public and private sectors to build wider networks to contribute to the sustainability and scalability of interventions.
- Geographic expansion is advised into areas either established or considered at high risk to radicalization, extremism and violence for instance Southern Punjab, Northern Sindh, Gilgit-Baltistan and Southern Balochistan.
- To overcome the technical backstopping challenges (given USIP preference to continue working with smaller and mission-led organizations), USIP is advised to either increase in-country capacities or explore outsourcing options for grants design and management. Moreover, the project design must lay greater focus on technical capacity development of partners.
- The grants award processes and management mechanisms merit developing guidelines and support documents (e.g. providing a clear and specific contextual analysis document which may be used by the grantees to develop project designs; problem-solution tree analysis guidelines; logic model development, etc.) to enable grantees to develop quality proposals and manage them more effectively. It would be useful if these are available online. Similarly, the future program may need to prioritize knowledge management and dissemination to enable easier access to information of the partners and other stakeholders (academia, researchers, NGOs, media, and other civil society - who may be interested in using USIP knowledge base to inform academic, research, planning or programming in Pakistan)..
- The envisioned behavioral change requires longer-term investments, hence USIP and partners may achieve more demonstrate results given the funding cycle or project duration is increased.

12.2. Implementation Level

- USIP may need to reconsider the partnership approach and given continued focus and preference for smaller civil society organizations, USIP is advised to evolve mechanisms for technical backstopping to help design and implement effective projects.
- The project inception stage is extremely critical to such projects, hence USIP is advised to evolve mechanisms to provide adequate technical support to partners during inception. This could be done through engaging technical experts, and ensuring cost of such support is built into the project proposals and supported by the grants instead of requiring additional USIP financial support.
- The potential grantees may be assessed for capacity development needs and later supported (given grant award) with capacity development costs embedded within the project budgets.
- The grantees may be given added support for learning management and dissemination, with USIP to encourage greater cross partner learning exchange and coordination. USIP may facilitate engaging partners with research and academic institutions for technical content and knowledge product development (including monitoring and evaluation plans).
- There is need to foster culture of monitoring and evaluation and using information to inform decision making within both partners and USIP.



GRANT SPECIFIC QUESTIONS

The grant specific questions are presented in the matrix below:

Grant Title & Grantee	Grant Specific Questions (as specified by USIP)
BARGAD Society for Human Resources Tackling Youth Extremism in Pakistan	<ul style="list-style-type: none"> Interview participants for one-on-one feedback about usefulness (impact on them personally, experience of sharing what they learned with others, other reflections and feedback) Review of materials and those produced to assess usefulness Is there a growing problem of extremism among youth and society more largely? Is there space for those with dissenting thoughts to come together? Was this the appropriate design? What are the push/ pull factors for the youth forums? What were the Challenges and what could have been the Possible Mitigations? Is the youth hub self-sustaining?
Cavish Development Foundation (CDF) Promote interfaith harmony, peace building and social co-existence through public awareness, capacity building of civil society actors and police officials.	<ul style="list-style-type: none"> They had an elaborate evaluation design, which involved visiting and observing officers who were in cascaded trainings once they were deployed after graduation. It would be good to know what happened to that, and if it wasn't done, maybe they can find the officers who were in the cascaded trainings rather than just the master trainers. In all cases of TOTs, we're interested in reaching those that were involved in the cascaded trainings, not just the master trainers. It would be also interesting to assess Cavish's management capacity and the relation between their board of directors and the executive management and whether or not that impacted the work.
College of Youth Activism and Development [CYAAD] Youth Actions for Peace	<ul style="list-style-type: none"> Did intervention "counter violent extremism," either through direct impact on youth or through youth activities? (Includes assessing starting point of youth – were they selected for being at-risk, as application indicates in some places, or for being potential leaders?) Was effect on youth sustained, i.e. X months later, are they still activists and leaders in their communities? If so, why? If not, why not? Did program work as designed and was it appropriate to the objectives, i.e. is content on youth leadership effective for countering violence and extremism or changing their understanding of conflict in their communities and how they can affect it?
Charter for Compassion Society of Pakistan Compassionate Schools Network	<ul style="list-style-type: none"> To find out if USIP should continue support and provide feedback on if the project's design can be improved. Right now, it is an extremely time and HR intensive model, which probably affects effectiveness, and definitely limits scalability, despite their ambitions. Feedback from teachers will be especially helpful in improving design. We are also interested in assessing if they managed to raise enough private sector funding to sustain initiatives over the long run. This was one of the main intentions of the project at the time of its approval.
Center for Research and Security Studies (CRSS)	<ul style="list-style-type: none"> Advice on how the design could be improved, and how this program measured in relation to other radio projects out there would be useful.

<i>Da Aman Awaaz</i>	<i>We'd also like to get at how program content was produced--was there a feedback loop or was it done on an ad hoc basis? How much independence existed in the development of the content? Was it influenced by government advice/ restrictions? It would also be good to contextualize this project in terms of other radio-based efforts to influence listeners, especially those we were trying to counter - is our hypothesis CVE radio is effective as countering Mullah Radio (and what is the extent of that type of programming now?) correct? Lastly, there was also a case of the program being shut down in Swat – understanding why this occurred would be useful.</i>
Equal Access International (EAI) Pakistan <i>Step By Step (Kadam Pa Kadam)</i>	<ul style="list-style-type: none"> ▪ <i>Is program design appropriate and relevant?</i> ▪ <i>Is the program an effective counter to “targeted illegal radio programming to radicalize women and fuel their support of jihad and violence”?</i> ▪ <i>Explore the posits in the proposal regarding theories about the relationship between media and CVE</i> ▪ <i>Does it appropriately target women as influencers within families who “have the potential to dissuade violent actions”?</i> ▪ <i>Do women discuss the content and spread skills and knowledge to their families and friends? Do they foster dialogue among youth who are at-risk of being absorbed into the ongoing insurgency and conflict?</i> ▪ <i>Influence of content on listeners? Is content appropriate to objective?</i> ▪ <i>Whether community reporters are active/ continuing their role? Do community reporters – as women and youth – raise marginalized issues and counter mainstream “exclusive” discourse?</i> ▪ <i>Is the feedback loop, via listener feedback and SMS, used continuously in the development on content?</i> ▪ <i>EAI calls KPK a “proven effective” “behavior change” program.</i>
Peace Education And Development (PEAD) Foundation <i>Pakistan Centre for Excellence (PACE)</i>	<ul style="list-style-type: none"> ▪ <i>Contextual relevance of the project design?</i> ▪ <i>Was the content of the trainings relevant to the context, and existing literature/ evidence? Study the changes (inclusions in the content – leadership skills, diversity and interfaith tolerance components added during the course of implementation)</i> ▪ <i>Efficiency and effectiveness of program delivery. What was the effectiveness of cascade trainings? Effectiveness of retainer for University of Peshawar? Timeliness of trainings (as trainings were held in school timings during school days)</i> ▪ <i>Way forward. Continuity/ sustainability through private co-funding/ other international models of private funding (use PEAD model).</i> ▪ <i>What are the structural issues in working with the Government and the Compassionate Schools Network (of Hashwani)?</i> ▪ <i>Impact, beyond the project objectives of trainings on beneficiaries?</i>

LIST OF PARTICIPANTS OF FOCUS GROUP DISCUSSIONS

Group 1 – Quetta	Group 2 – Karachi
Maria Narjis Bibi Tahira Ali Tassawar Fatima Rukhsana Jaffer	Zahid Saeed Naeem Adeel Aftab Ahmed Sheeraz Siddiqui Muneer
Group 3 – Karachi	Group 4 – Rawalpindi
Bilal Umer Haroon Faizanullah Nasir Behzad Shamim	Fazeelat Maimoona Khan Saima Kausar Fauzia Khan Humaira Mangi
Group – 5, Rawalpindi	Group – 6, Gujranwala
Tajuddin Haider Farasat Jameel Chaudhary Yaqoob Munnawar Ali Ali Jameel	<i>Please note that participants of this youth group conducted in Gujranwala Cantt. Facilitated by Bargad Office are not listed here, as list of participants could not be obtained from the grantee.</i>

LIST OF INDIVIDUALS INTERVIEWED

USIP TEAM

1. Nadia Naviwala
2. Dr. Moeed Yousuf
3. Barmak Pazhwak
4. Osama Gharizi (Up to Inception Phase)

GRANTEE STAFF

1. Samina Imtiaz, PEAD
2. Imtiaz Gul, CRSS
3. Raziq Fahim, CYAAD
4. Aqeel Khan, EAI
5. Munawar Virk, CRSS
6. Saiqa, BARGAD
7. Anushe, CFC
8. Ali, CFC
9. Saira, CFC
10. Naeem Iqbal, CAVISH
11. Rehan, CAVISH
12. Sabiha, BARGAD
13. Amin Hashwani, CFC
14. Irfan Younus, EAI

15. Zareen Qureshi, CFC

PROJECT BENEFICIARIES

1. Habibun Nabi, Radio Pakistan
2. Ismail, Mardan
3. Arham Tahir, Gujranwala
4. Farzana Jabbar, Lahore
5. Tanzeela Akhtar, Lahore
6. Saima, Lahore
7. Munazza, Lahore,
8. Wajiha Anwar, Lahore
9. Faisal Khursheed Ahmed, Loralai
10. Qanwar Jabbar, Loralai
11. Muhammad Ali Khudi, Quetta
12. Fatima Mustafa,
13. Jan Muhammad, Quetta
14. Aqila Khanum, Quetta
15. Ameer Baksh, Quetta
16. Zarmand Kasi, Quetta
17. Shaheena Shaheen, Quetta
18. Jaweria Khanum, Quetta
19. Mahi Zamound, Panjgoor
20. Muhammad Baseer, Quetta
21. Zain Khan, Quetta
22. Azeem Bangash, Orakzai
23. Farid Shinwari, Khyber
24. Afzal Khan, Bajour
25. Ikramullah, Nowshera
26. Saad, Haripur
27. Salmanzai Khano, Abbottabad
28. Reehan Khan, Kurram
29. Shahabuddin, Temor garah
30. Jibran Yousafzai, DI-Khan
31. Abdur Razzaq, Mardan
32. Ghulam Mehmood, Peshawar
33. Farid Afendi, Peshawar
34. Bakht bibi, Peshawar
35. Noor Mah, Swat
36. Sumaira Khan, Swat
37. Abbas Khan, Swat
38. Zartash, Swat
39. Mahjabeen, Kurram
40. Sultana Afridi, Peshawar
41. Saleem Ahmed, Rawalpindi
42. Manzoor Inam, Chakwal
43. Inspector Sher Ahmed, Rawalpindi/ Ex-Sehala
44. Inspector Mir Zaman, Rawalpindi/ Ex-Sehala

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GRANT SPECIFIC KEY FINDINGS AND SUGGESTIONS MATRIX

‘Da Aman Awaaz’ (Call For Peace) – Centre For Research & Security Studies (CRSS)

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
<i>General Organization</i>	<ul style="list-style-type: none"> ▪ Civil Society organization with over 7 years of experience in KP and FATA ▪ Well defined organizational structure and charter ▪ Infrastructure available for media related programming, including recording studios. ▪ Experience of implementing media related projects ▪ Presence in Islamabad and KP through established field offices ▪ Strong affiliation with PEAD and enjoys access to their facilities and infrastructure 	<ul style="list-style-type: none"> ▪ The organization is currently working on a ‘person-driven’ approach; and could benefit by strengthening systems and transitioning to ‘systems driven’ approach.
<i>Project Design</i>	<ul style="list-style-type: none"> ▪ Project design was developed in line with organizational expertise and past experiences with similar radio programming ▪ Situational analysis was based upon review of existing evidence and literature; however, a wider spectrum of core issues addressing the core issues such as poverty, socio-economic divide, etc. could have been included in the programming to augment the effectiveness of the project ▪ Project logic was defined, impact, outcome and outputs were harmonized and specific. ▪ Targets defined were time bound, somewhat in line with the results based management approach. ▪ Indicators were not SMART; and not adequately focusing on measuring the quantitative and qualitative aspects 	<ul style="list-style-type: none"> ▪ Project design should focus more on generating credible evidence and deriving tangible lessons that may and translated into advocacy initiatives for policy and practice change ▪ Critical thinking should be adopted to identify key performance indicators; while each indicator should be developed in line with SMART guidelines ▪ Establishment of Listeners Clubs may be adapted to further augment the effectiveness of the program amongst youth in Madrassas, Universities and Colleges
<i>Project</i>	<ul style="list-style-type: none"> ▪ Activities were well defined, and 	<ul style="list-style-type: none"> ▪ Baseline data should be collected to

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
<i>Planning</i>	<p>implemented in accordance with the specifications in the approved proposal</p> <ul style="list-style-type: none"> Project team was engaged in the planning stages of the project Activities were planned and coordinated within the project team 	<p>determine project milestones</p> <ul style="list-style-type: none"> Risk mitigation plan should be developed through a consultative process
<i>Project Management</i>	<ul style="list-style-type: none"> Project hierarchy, roles and responsibilities were well defined Key Project targets were achieved Periodic reports were prepared in line with reporting guidelines Activities were implemented and completed within the approved timelines 	<ul style="list-style-type: none"> Project management tools including Gantt Charts and Network Diagrams should be used to track project progress
<i>Technical Capacity</i>	<ul style="list-style-type: none"> Project staff was well versed in carrying out radio programming and project field activities Contents of the programs were relevant and useful In-house capacity was used to develop the radio programs and IEC material 	<ul style="list-style-type: none"> The organization could benefit by establishing a technical working group, to solicit a wider spectrum of views to further improve the effectiveness of the programming.
<i>Monitoring & Evaluation</i>	<ul style="list-style-type: none"> Monitoring was carried out by project team members Although a description of the monitoring approach was included in the project proposal, M&E framework, tools and quality assurance guidelines were not available 	<ul style="list-style-type: none"> Monitoring parameters, roles & responsibilities, plans, framework, and reporting and recording tools should be well defined Complementary methodology for collecting baseline and end line data should be adapted and a comparative analysis should be included in the final project report in accordance with the principles of quantitative and qualitative research Simplified Management Information Systems could be adopted for recording project information, as this would be useful in analyzing the project at periodic intervals
<i>Networking & Coordination</i>	<ul style="list-style-type: none"> Strong Linkages were present with key public sector departments Strong linkages with other donor agencies and organizations working in the media and communication sector were present 	<ul style="list-style-type: none"> Linkages should be developed academia, institutions, and other technical forums to widen the access to technical experts, subject specialists, and technical resources to support continuity/ sustainability and translation of project lessons

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
		<p>into advocacy initiatives</p> <ul style="list-style-type: none"> Coordination with a wider spectrum of key policy and decision makers should be carried out at periodic intervals to facilitate a policy and practice change

‘Kadam Pa Kadam’ (Step By Step) – Equal Access International (EAI)

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
General Organization	<ul style="list-style-type: none"> International Organization with over 14 years of experience in KP and FATA Well defined organizational structure and charter Working in close collaboration with the Radio Pakistan office in Peshawar, and using their infrastructure and knowledge base 5 years of experience of implementing Kadam pa Kadam in KP and FATA 	
Project Design	<ul style="list-style-type: none"> Project design was sustained through USIP funding for 8 months. However, project scope was extremely broad Situational analysis was based upon review of existing evidence and literature Project logic was defined, impact, outcome and outputs were harmonized and specific. Targets were quantified but not time bound, and not in line with the results based management approach. Definition of objectives, outcomes, outputs, activities, inputs, and indicators were not clear Indicators were not SMART; and not adequately focusing on measuring the quantitative and qualitative aspects 	<ul style="list-style-type: none"> Project development should be carried out using a problem based approach (problem tree, solution tree, logic model, logical framework, etc.) Project design should focus more on generating credible evidence and deriving tangible lessons that may and translated into advocacy initiatives for policy and practice change Critical thinking should be adopted to identify key performance indicators; while each indicator should be developed in line with SMART guidelines
Project	<ul style="list-style-type: none"> Activities were well defined, and 	<ul style="list-style-type: none"> Baseline data should be collected to

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
<i>Planning</i>	<p>implemented in accordance with the specifications in the approved proposal</p> <ul style="list-style-type: none"> ▪ Project team was engaged in the planning stages of the project ▪ Activities were planned and coordinated within the project team 	<p>determine project milestones</p> <ul style="list-style-type: none"> ▪ Risk mitigation plan should be developed through a consultative process ▪ Recording and reporting tools and information management systems should be well defined before implementation
<i>Project Management</i>	<ul style="list-style-type: none"> ▪ Project hierarchy, roles and responsibilities were well defined ▪ Key Project targets were achieved ▪ Periodic reports were prepared in line with reporting guidelines ▪ Activities were implemented and completed within the approved timelines 	<ul style="list-style-type: none"> ▪ Project management tools including Gantt Charts and Network Diagrams should be used to track project progress
<i>Technical Capacity</i>	<ul style="list-style-type: none"> ▪ Project staff was well versed in carrying out radio programming and had access to technical experts from Radio Pakistan in Peshawar ▪ Contents of the programs were relevant to the needs of the people, however, relevance to CVE was not clear ▪ In-house capacity was used to develop the radio programs 	<ul style="list-style-type: none"> ▪ The organization could benefit by establishing a technical working group in Pakistan, to solicit a wider spectrum of views to further improve the effectiveness of the programming. ▪ The capacity of EAI staff in Pakistan regarding M&E, research and advocacy needs to be strengthened to improve evidence generation, interpretation and utilization
<i>Monitoring & Evaluation</i>	<ul style="list-style-type: none"> ▪ Monitoring was carried out by project team members ▪ M&E framework, tools and quality assurance guidelines were not available 	<ul style="list-style-type: none"> ▪ Monitoring parameters, framework, and tools should be well defined ▪ Complementary methodology for collecting baseline and endline data should be adapted and a comparative analysis should be included in the final project report in accordance with the principles of quantitative and qualitative research ▪ Simplified Management Information Systems could be adopted for recording project information, as this would be useful in analyzing the project at periodic intervals
<i>Networking & Coordination</i>	<ul style="list-style-type: none"> ▪ Strong Linkages were present with Pakistan Broadcasting Corporation and other key public sector departments ▪ Strong linkages with other donor 	<ul style="list-style-type: none"> ▪ Linkages should be developed with academia, institutions, and other technical forums to widen the access to technical experts, subject specialists, and technical resources

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
	agencies and organizations working in the media and communication sector were present through the international office	<p>to support continuity/ sustainability and translation of project lessons into advocacy initiatives in Pakistan</p> <ul style="list-style-type: none"> Strong linkages should be complemented by coordination with a wider spectrum of key policy and decision makers should be carried out at periodic intervals to facilitate a policy and practice change Engaging technical experts, who are also the key influencers, would strengthen the possibilities for pushing a policy and practice change. Additionally, messages communicated by technical experts and messages developed by subject specialists have greater receptiveness by audiences and listeners.

Youth Action For Peace – College For Youth Activism & Development (CYAAD)

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
General Organization	<ul style="list-style-type: none"> Civil society organization with 6 years of experience Well defined organizational structure and charter Youth centric programming Promotes social action programming in conflict affected areas of Balochistan Functional offices in Quetta and Islamabad 	
Project Design	<ul style="list-style-type: none"> Project design was relevant and based upon institutional understanding of youth centric issues in the Balochistan context Situational analysis, although relevant, was based upon research evidence collected by in-house resources; publications were not referenced in the contextual write up Project logic was well defined, 	<ul style="list-style-type: none"> Project design should focus more on generating credible evidence and deriving tangible lessons that may be translated into advocacy initiatives for policy and practice change, it may require linking CYAAD with research institutes and subject specialists Critical thinking should be adopted to identify key performance indicators; while each indicator should be

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
	<p>impact, outcome and outputs were harmonized and specific.</p> <ul style="list-style-type: none"> Targets were quantified but not time bound, and not in line with the results based management approach. Indicators were SMART; but did not adequately focus on measuring the quantitative and qualitative aspects 	<p>developed in line with SMART guidelines</p>
Project Planning	<ul style="list-style-type: none"> Activities were well defined, and implemented in accordance with the specifications in the approved proposal Youth activists were engaged as project staff, which contributed significantly to effective planning Project team was engaged in the planning stages of the project Activities were planned and coordinated within the project team 	<ul style="list-style-type: none"> Baseline data should be collected to determine project milestones using scientific approaches, in this case a KAP Risk mitigation plan should be developed through a consultative process, involving key stakeholders and existing field resources/expertise
Project Management	<ul style="list-style-type: none"> Project hierarchy, roles and responsibilities were well defined Key Project targets were achieved Periodic reports were prepared in line with reporting guidelines Activities were implemented and completed within the approved timelines 	<ul style="list-style-type: none"> Project management tools including Gantt Charts and Network Diagrams should be used to track project progress, simple charts may be generated using basic MS Office software.
Technical Capacity	<ul style="list-style-type: none"> Project staff was well versed in carrying out youth centric activities Contents of the trainings were relevant to the context, however, harmonization with international best practices was not clear In-house capacity was used to develop contents, without the engagement of sector or subject specialists/ academia, etc. 	<ul style="list-style-type: none"> The understanding of sustainability approaches in community driven programming, micro-financing, etc. of the CYAAD team could be strengthened through focused trainings and capacity building efforts. The youth groups generally consist of educated members who could be trained into valuable resources. Exposure of youth centric programming in the north of the country (Gilgit-Baltistan) such as EELY program of AKDN could be useful for the youth group leaders to further understand and develop their forums. Interactions of Youth leaders will be useful in this regard.

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
Monitoring & Evaluation	<ul style="list-style-type: none"> Monitoring was carried out by project team members M&E framework, tools and quality assurance guidelines were not available 	<ul style="list-style-type: none"> The capacity of CYAAD staff regarding M&E, research and advocacy needs to be strengthened to improve evidence generation, interpretation and utilization Monitoring parameters, framework, and tools should be well defined Complementary methodology for collecting scientifically designed qualitative and quantitative baseline and endline data should be adapted and a comparative analysis should be included in the final project report in accordance with the principles of quantitative and qualitative research Simplified Management Information Systems could be adopted for recording project information, as this would be useful in analyzing the project at periodic intervals There has been significant successes and lessons learnt as evident from interactions with the youth groups, however, documentation in this regard does not adequately reflect these. This needs to be explored further and may be developed into documented stories.
Networking & Coordination	<ul style="list-style-type: none"> Strong Linkages were present with other youth centric civil society organizations in Quetta CYAAD continues to liaise closely with youth groups established under the USIP project. 	<ul style="list-style-type: none"> Linkages should be developed with academia, institutions, and other technical forums to widen the access to technical experts, subject specialists, and technical resources to support continuity/ sustainability and translation of project lessons into advocacy initiatives in Pakistan Strong linkages should be complemented by coordination with a wider spectrum of key policy and decision makers should be carried out at periodic intervals to facilitate a policy and practice change

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
General Organization	<ul style="list-style-type: none"> Global movement for compassion, started by Karen Armstrong in 2008 Well defined organizational structure and charter Programming is centric to instill the 12 Steps of Compassion in conflict affected areas of Pakistan Currently, focusing on Karachi, Sindh. 	<ul style="list-style-type: none"> The scope of the organization could be increased to other parts of the country either by expanding the organizational base, or working in partnership with other local organizations with a similar focus on peace education and countering extremist narratives
Project Design	<ul style="list-style-type: none"> Project design was based upon the 10 out of the 12 steps, and was reduced to 8 out of 12 steps. The design was conceived and developed in consultation with the Karen Armstrong and was relevant to the context Situational analysis was based upon the concept of CFC in the city of Karachi rather than a review of existing evidence and literature; and a scientific conflict analysis Project logic was defined Targets were quantified but not time bound, and not in line with the results based management approach. Indicators were not SMART; and not adequately focusing on measuring the quantitative and qualitative aspects 	<ul style="list-style-type: none"> Project development should be carried out using a problem based approach (problem tree, solution tree, logic model, logical framework, etc.) Project design should focus more on generating credible evidence and deriving tangible lessons that may be translated into advocacy initiatives for policy and practice change Critical thinking should be adopted to identify key performance indicators; while each indicator should be developed in line with SMART guidelines
Project Planning	<ul style="list-style-type: none"> Activities were well defined, and implemented in accordance with the specifications in the approved proposal; the SOPs of the training sequence were modified and reported in periodic reports Project team was engaged in the planning stages of the project Activities were planned and coordinated within the project team 	<ul style="list-style-type: none"> Baseline data should be collected to determine project milestones Risk mitigation plan should be developed through a consultative process Recording and reporting tools and information management systems should be defined before implementation
Project Management	<ul style="list-style-type: none"> Project hierarchy, roles and responsibilities were well defined Key Project targets were achieved Periodic reports were prepared in line with reporting guidelines Activities were implemented and completed within the approved 	<ul style="list-style-type: none"> Project management tools including Gantt Charts and Network Diagrams should be used to track project progress for increasing operational efficiencies Periodic reviews should be conducted to review the cost

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
	timelines	management, activity costing and operational expenses of the organization to identify efficiencies in finances
Technical Capacity	<ul style="list-style-type: none"> Project staff is young, energetic and committed Contents were developed by outsourcing and in line with the 12 steps guidelines, and were relevant to the needs of target beneficiaries Project staff were well versed in conducting project activities in line with specified guidelines of the training manuals Capacity to engage public sector and other technical experts was weak 	<ul style="list-style-type: none"> The organization could benefit by establishing a technical working group in Pakistan, to solicit a wider spectrum of views to further improve the effectiveness of the programming. The capacity of CFC regarding conflict and peacebuilding studies, M&E, research and advocacy needs to be strengthened to improve evidence generation, interpretation and utilization
Monitoring & Evaluation	<ul style="list-style-type: none"> Monitoring was carried out by project team members Although M&E details were provided in the proposal, these were generic; while M&E framework, tools and quality assurance guidelines were not available 	<ul style="list-style-type: none"> Monitoring parameters, framework, and tools should be well defined Complementary methodology for collecting baseline and endline data should be adapted and a comparative analysis should be included in the final project report in accordance with the principles of quantitative and qualitative research Simplified Management Information Systems could be adopted for recording project information, as this would be useful in analyzing the project at periodic intervals
Networking & Coordination	<ul style="list-style-type: none"> Linkages were strong within the CFC network and with partners engaged in the education sector, however, these linkages were person driven Strong linkages were present with the school administrations and with the private school association members 	<ul style="list-style-type: none"> Linkages should be developed with academia, institutions, and other technical forums to widen the access to technical experts, subject specialists, and technical resources to support continuity/ sustainability and translation of project lessons into advocacy initiatives in Pakistan Strong linkages should be complemented by coordination with a wider spectrum of key policy and decision makers should be carried out at periodic intervals to facilitate a policy and practice change Strong coordination and linkages

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
		should be established with the public sector, particularly the education department and the respective boards of education while implementing such programs.

Tackling Youth Extremism In Pakistan – Bargad Youth Development Organization

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
General Organization	<ul style="list-style-type: none"> ▪ Ideological civil society organization established to counter chauvinism, extremist views and oppression in Universities ▪ Well defined organizational structure and charter ▪ Strong volunteer base ▪ Extensive field experience of youth activism, and gender sensitive programming ▪ Well established organizational infrastructure in Gujranwala 	<ul style="list-style-type: none"> ▪ Greater engagement with academia and other technical forums working on youth activism in Pakistan
Project Design	<ul style="list-style-type: none"> ▪ Project design was developed in line with organizational experiences and expertise ▪ Situational analysis was based upon review of existing evidence and literature; however, it requires strengthening ▪ Project logic was well defined ▪ Indicators were available 	<ul style="list-style-type: none"> ▪ Project design should be carried out using standardized problem based approaches and accompanied by a logic model, detailed workplan, performance management framework, critical path and theory of change ▪ Objectives and indicators should be developed in line with SMART guidelines ▪ Budgeting and costing of activities and resources should be rationalized ▪ Work breakdown structure model could be adopted to ensure appropriate distribution of workload and resources
Project Planning	<ul style="list-style-type: none"> ▪ Activities were well defined and distributed in consultation with the project team ▪ Project team was engaged in the planning stages of the project 	<ul style="list-style-type: none"> ▪ Engagement and consultation with key stakeholders in the planning process should be ensured ▪ Selection criteria for geographical locations and target groups should

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
	<ul style="list-style-type: none"> Inclusive process was followed which included engagement of field volunteers, and other beneficiaries 	<ul style="list-style-type: none"> be identified Reporting and recording tools should be aligned with operational guidelines to ensure standardization Risk mitigation plan should be developed through a consultative process
Project Management	<ul style="list-style-type: none"> Project hierarchy, roles and responsibilities were well defined Project targets were achieved Periodic reports were prepared in line with reporting guidelines Activities were implemented and completed within the approved timelines 	<ul style="list-style-type: none"> Project management tools including Gantt Charts and Network Diagrams should be used to track project progress Project progress should be tracked using results based management
Technical Capacity	<ul style="list-style-type: none"> Project staff is well versed in youth activism related activities 	<ul style="list-style-type: none"> Technical experts should be engaged to design and develop training contents, key messages, and other material Capacity development of the project staff should be ensured using a Performance Management Planning approach
Monitoring & Evaluation	<ul style="list-style-type: none"> Monitoring was carried out by senior project team members Project team carried out periodic reviews to assess effectiveness of various interventions and suggest timely modifications 	<ul style="list-style-type: none"> Monitoring parameters, framework, and tools should be well defined Monitoring plan should be developed and implemented It is recommended that there should be a position of a monitoring officer Baseline and endline data should be collected and a comparative analysis should be included in the final project report Structured third party evaluation should be conducted at the end of the project Simplified Management Information Systems could be adopted for recording project information, as this would be useful in analyzing projects at periodic intervals
Networking & Coordination	<ul style="list-style-type: none"> Strong linkages with youth activists within the network and at Universities Strong linkages and coordination with the Government of Punjab 	<ul style="list-style-type: none"> Linkages should be developed academia, institutions, and other forums of youth activism in the country and Internationally Coordination with a wider spectrum

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
		of key policy and decision makers should be carried out at periodic intervals

Promote Interfaith Harmony, Peacebuilding & Social Co-Existence Through Public Awareness, Capacity Building of Civil Society Actors & Police Officials – Cavish Development Foundation

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
General Organization	<ul style="list-style-type: none"> ▪ Civil society organization with 16 years of experience ▪ Well defined organizational structure and charter ▪ The organization was dissolved by the management and board in 2014 for unknown reasons. 	
Project Design	<ul style="list-style-type: none"> ▪ Project design, although theoretically relevant, was based upon subjective understanding of the context, conflict and cascade model of trainings ▪ Situational analysis was not carried out in accordance with scientific principles of secondary research/ review of existing evidence and literature ▪ Project goals and objectives were aligned and defined ▪ Targets were quantified but not time bound, and not in line with the results based management approach. Targets were very small compared to the desired impact of the project. ▪ Indicators were not SMART; and not adequately focusing on measuring the quantitative and qualitative aspects 	<ul style="list-style-type: none"> ▪ Project development should be carried out using a problem based approach (problem tree, solution tree, logic model, logical framework, etc.) ▪ Projects with a focus on behavior change, KAP surveys should be considered while defining project indicators and variables for quantification of change ▪ Project design should focus more on generating credible evidence and deriving tangible lessons that may be translated into advocacy initiatives for policy and practice change ▪ Critical thinking should be adopted to identify key performance indicators; while each indicator should be developed in line with SMART guidelines ▪ Project scope should be rationalized and targets should reflect the scope. The targets should be specified with a particular impact in mind
Project Planning	<ul style="list-style-type: none"> ▪ Activities were not well defined; and resulted in the skewing of approach in terms of project focus. The project 	<ul style="list-style-type: none"> ▪ Baseline data should be collected to determine project milestones ▪ Activities should be designed

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
	<p>was aimed at behavior modification of police, while activities targeted more community members than police officials.</p> <ul style="list-style-type: none"> ▪ Cascade trainings were not planned according to the standard protocols. ▪ Project risks and assumptions were not considered during the planning phase. 	<p>according to the project logic model to align with the objectives</p> <ul style="list-style-type: none"> ▪ SOPs for the trainings should be developed in line with the standard guidelines for cascade trainings, with supporting level specific guidelines, training tools, etc. ▪ Risk mitigation plan should be developed through a consultative process ▪ Recording and reporting tools and information management systems should be defined before implementation
Project Management	<ul style="list-style-type: none"> ▪ Project hierarchy, roles and responsibilities were well defined ▪ Project numerical targets were achieved, however, due to the skewed nature of activities, achievement of objectives is questionable ▪ Periodic reports were prepared in line with reporting guidelines ▪ Activities were implemented and completed within the approved timelines 	<ul style="list-style-type: none"> ▪ Project management tools including Gantt Charts and Network Diagrams should be used to track project progress for increasing operational efficiencies ▪ Technical reviews of reports and project activities should be considered in projects with limited technical capacity
Technical Capacity	<ul style="list-style-type: none"> ▪ Contents of the training manual were developed by outsourcing, although relevant to the overall project goal, were designed as an information tool, rather than a training manual. Furthermore, specific link to protection of minorities or link with interfaith harmony was not evident ▪ Capacity to engage public sector and other technical experts was weak 	<ul style="list-style-type: none"> ▪ Technical working group should have been developed to solicit a wider spectrum of views to develop the police training manual in line with the cascade training model. ▪ Technical support should have been solicited for strengthening understanding of conflict and peacebuilding, minority rights, M&E, research and advocacy needs to be strengthened to improve evidence generation, interpretation and utilization
Monitoring & Evaluation	<ul style="list-style-type: none"> ▪ M&E framework, tools and quality assurance guidelines were not available 	<ul style="list-style-type: none"> ▪ Monitoring parameters, framework, and tools should be well defined ▪ Complementary methodology for collecting baseline and end line data should be adapted and a comparative analysis should be included in the final project report in

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
		<p>accordance with the principles of quantitative and qualitative research</p> <ul style="list-style-type: none"> ▪ Simplified Management Information Systems could be adopted for recording project information, as this would be useful in analyzing the project at periodic intervals
Networking & Coordination	<ul style="list-style-type: none"> ▪ Linkages with key stakeholders including public sector law enforcement, governance and policy making officials could not be ascertained. 	<ul style="list-style-type: none"> ▪ Linkages should be developed with academia, institutions, and other technical forums to widen the access to technical experts, subject specialists, and technical resources to support continuity/ sustainability and translation of project lessons into advocacy initiatives in Pakistan ▪ Coordination with a wider spectrum of key policy and decision makers should be carried out at periodic intervals to facilitate a policy and practice change

Pakistan Center For Excellence (PACE) – Peace Education & Development Foundation

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
General Organization	<ul style="list-style-type: none"> ▪ Civil Society organization with over 12 years of experience in KP and FATA ▪ Well defined organizational structure and charter ▪ Extensive field experience of community based education programming ▪ Presence in KP through established field offices ▪ Strong affiliation with CRSS and enjoys access to their facilities and infrastructure 	<ul style="list-style-type: none"> ▪ The organization is currently working on a ‘person-driven’ approach; and could benefit by strengthening systems and transitioning to ‘systems driven’ approach
Project Design	<ul style="list-style-type: none"> ▪ Project design was developed in line with organizational experiences and expertise ▪ Situational analysis was based upon review of existing evidence and 	<ul style="list-style-type: none"> ▪ Project design should focus more on addressing the systemic causes, deriving tangible lessons, while interventions should be aimed at implementing/ testing strategic

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
	<p>literature; however, reference material used was outdated and redundant</p> <ul style="list-style-type: none"> Project logic was defined, however, the objectives were vague Indicators were available, although not in line with the Results Based Management approach 	<p>approaches that may be replicated, and translated into advocacy initiatives.</p> <ul style="list-style-type: none"> Project design should be carried out using standardized problem based approaches and accompanied by a logic model, detailed workplan, performance management framework, and critical path Objectives and indicators should be developed in line with SMART guidelines Budgeting and costing of activities and resources should be rationalized Work breakdown structure model could be adopted to ensure appropriate distribution of workload and resources
Project Planning	<ul style="list-style-type: none"> Activities were defined, however, implementation of the activities did not complement the narratives in the proposal and rationale as Madrassas were completely omitted Project team was engaged in the planning stages of the project 	<ul style="list-style-type: none"> Engagement and consultation with key stakeholders in the planning process should be ensured Omissions of target beneficiaries or populations based upon convenience should not be done. In cases where there are limitations, a lesser proportion may be targeted while maintaining integrity of the overall proposed spectrum Selection criteria for geographical locations and target groups should be identified and defined Workload distribution should be rationalized, and harmonized with the allocated project resources Reporting and recording tools should be aligned with operational guidelines to ensure standardization Risk mitigation plan should be developed through a consultative process
Project Management	<ul style="list-style-type: none"> Project hierarchy, roles and responsibilities were well defined Project targets were achieved Periodic reports were prepared in line with reporting guidelines Activities were implemented and 	<ul style="list-style-type: none"> Project management tools including Gantt Charts and Network Diagrams should be used to track project progress Project progress should be tracked using results based management

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
	completed within the approved timelines	approaches
Technical Capacity	<ul style="list-style-type: none"> Project staff is well versed in carrying out field related activities Contents of training manual were refined by the project team In-house capacity was used to develop the cascade model and conduct field trainings 	<ul style="list-style-type: none"> Technical experts should be engaged to design and develop training contents, key messages, and other material Technical experts or area specialists should be engaged as project staff for specialized intervention models, such as cascade trainings to ensure adequate in-house capacity Capacity development of the project staff should be ensured using a Performance Management Planning approach
Monitoring & Evaluation	<ul style="list-style-type: none"> Monitoring was carried out by senior project team members Project team carried out field supervisory visits in access of what was proposed and approved in the grant agreement Quality assurance of the cascade trainings was done using field supervisory approach 	<ul style="list-style-type: none"> Monitoring parameters, framework, and tools should be well defined Monitoring plan should be developed and implemented It is recommended that there should be a position of a monitoring officer Complementary methodology for collecting baseline and endline data should be adapted and a comparative analysis should be included in the final project report Structured third party evaluation should be conducted at the end of the project Simplified Management Information Systems could be adopted for recording project information, as this would be useful in analyzing projects at periodic intervals Cascade trainings do not require extensive field supervision, quality control measures are dependent for each stage of the cascade training on the training contents, guidelines, protocols, recording and reporting tools. Therefore, these should be adapted in future
Networking & Coordination	<ul style="list-style-type: none"> Strong Linkages with key public sector departments Strong linkages with other donor agencies and organizations working 	<ul style="list-style-type: none"> Linkages should be developed academia, institutions, and other technical forums to widen the access to technical experts, subject

EVALUATION PARAMETERS	KEY FINDINGS	SUGGESTIONS
	<p>in the education sector</p> <ul style="list-style-type: none"> Strong linkages with Peshawar University, however, access to technical resources and experts as limited 	<p>specialists, and technical resources</p> <ul style="list-style-type: none"> Coordination with a wider spectrum of key policy and decision makers should be carried out at periodic intervals